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**PARTNERSHIP FOR LIFELONG LEARNING:
CANADIAN COMMUNITY COLLEGES & THE HOSPITALITY INDUSTRY**

**by
Shyam S. Ranganathan**

**A thesis submitted to the
Faculty of the School of Food, Hotel and Tourism Management
at
Rochester Institute of Technology
in partial fulfilment of the requirements
of
Master of Science**

August 1994

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ABSTRACT

Building and nurturing an active partnership between the community college and the hospitality/tourism industry, that will look beyond the scope of currently existing internship environment at the workplace for all workers to enable to learn continuously in fundamental to the creation of a quality workforce.

A workforce that can adequately meet the needs of the industry and boldly face the world of the future.

The burning issue is - are partnerships between educators and the industry to provide training and education feasible?

Cross sectional study was undertaken in the present environment in the Province of Ontario in Canada. This study, through a survey questionnaire gathered data from the hospitality/tourism educators and the managers. The hypothesis was that the study will show the need for a partners arrangement that will be efficient and effective for developing the full potential of the workforce to pursue the organizations quality and performance objectives. Another expectation was that it will demonstrate to Canadian Community College faculties as well as the Human Resource Managers in the industry the compelling need for collaborative and co-operative thinking on strategy formulation for future management/employee training programs.

This study concludes that partnerships are feasible as there is evidence of interest on both the sides to the

principles of collaborative ventures. It recommends undertaking of a pilot project to test the practicality of a working relationship.

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CHAPTER 1

INTRODUCTION

Building and nurturing an active partnership between the Canadian community colleges and the employers in the hospitality industry is fundamental to the development of a quality workforce.

A workforce that can adequately meet the needs of the industry and the challenges of the new economic revolution that may sweep across the globe by the end of this decade. If indeed these changes do occur, the partnership should extend beyond the scope of currently existing internship and co-op programs, and help in the creation of a learning environment at the workplace for all workers, to enable them to learn continuously.

The new economic reality is that the North American economy has shifted from being a manufactured-based economy, to being a service-based economy. Organizations that will strive and successfully provide excellent quality of service and performance will find themselves at the leading edge.

The success of course will increasingly depend on the quality and the involvement of the workforce it employs.

Is the onus to enable the workforce, to develop its full potential to pursue excellence in quality of service and performance rests only with the educators or only with the employees?

PROBLEM STATEMENT

Are partnerships between Canadian community colleges and the hospitality industry feasible?

BACKGROUND

There are compelling reasons to probe the feasibility of such a partnership.

The physical resources and the wealth of knowledge of the Canadian community colleges are being either under utilized or not utilized at all by the hospitality industry on a continuous basis.

The employers develop and deliver their own human resource training programs. Thereby creating redundancy, which could be eliminated, if a working partnership could be found. Thus helping in reducing the cost of manpower development to the employer and maximizing the resource utilization of the Canadian community colleges. It must be remembered that funding for these resources come from the tax dollars. It is also a common knowledge that many colleges carry at least 25% idle capacity due to summer breaks.

There exists a gap between the human resource training and development needs of the industry, and the community colleges perception of what those needs are. An active partnership will minimize these gaps as the industry will communicate its needs, first hand to its partner in training and education.

Based on such communication, the community college can design and develop curriculum which are based on current, short-term and long-term needs of the

employers in the industry.

PURPOSE

The purpose of this study is to examine the feasibility of community college - industry partnership and to analyze what advantages and disadvantages are of such collaborative ventures. Such analysis will evaluate the various dimensions of Canadian community college - industry linkages, so that guidance can be given both to planners in the colleges and the hospitality industry.

SIGNIFICANCE

The study may provide directions on how the skills of the workforce could be continuously improved through effective and efficient partnership between the colleges and the industry.

It may also provide directions on the continuity of the colleges involvement in shaping the careers of its graduates, thus assuming long term commitment to the success of its graduates.

Innovative in its nature, this could serve as an useful model for other programs.

It may suggest the need to reiterate the mission of the community colleges to serve the needs of the community, effectively and efficiently.

METHODOLOGY

The feasibility of industry-college partnerships will be examined in the present environment. This study should provide the means to examine the options of college and industry leaders on whether college-industry partnerships are needed.

Correlational research will be used to illustrate the significant relationships or lack of relationships that exists between the two groups.

HYPOTHESIS

This study is expected to show the need for a partnership arrangement, that will be efficient and effective for developing the full potential of the workforce to pursue the organizations quality and operational performance objectives.

Another expectation is that it will demonstrate to Canadian community college faculties as well as the human resource managers in the industry, the compelling need of collective, collaborative and co-operative thinking and strategy formulation for future management/employee training programs.

The expected results of the research will broaden the scope for active partnership between the colleges and the employers.

DEFINITIONS

Learning organizations: A learning organization is a large body of aligned individuals, such as a corporation, whose members at all levels spontaneously learn and innovate in ways that promote the well-being and mission of the organization.

Correlation: An ambiguous term used to indicate a co-relation or correspondence between variables; as the values of one variable change, the values of other variable typically change in a patterned fashion.

Likert scale: A type of composite measure developed by Rensis Likert in an attempt to improve the levels of measurement in social research through the use of standardized response categories in survey questionnaires.

Questionnaire: A document containing questions and other types of items designed to solicit information appropriate to analysis. Questionnaires are used primarily in survey research and also in experiments, field research, and other modes of observation.

Descriptive Research: The researcher makes a systematic analysis and description of the facts and characteristics of a given population or event of interest. The purpose of this form of research is to provide a detailed and accurate picture of the phenomenon as a means of generating hypotheses and pinpointing areas of needed improvements.

ASSUMPTIONS

It will be assumed that the general managers surveyed will make a commitment to seek ways of engineering collective, collaboratives through co-operative thinking on strategy formulation for human resource development.

It will be assumed that the human resource/training managers, while indicating interest, may have reservations on the practicality of a working relationship with a

community college.

It will be assumed that the faculty and college administrators surveyed will show great interest but will indicate concerns about the implementation of industry-community college collaboratives. Some may see such co-operative ventures as impacting adversely on the Canadian community college's traditional mission and purpose.

SCOPE AND LIMITATIONS

The present economic situation has necessitated the search for new ways of dealing with the problems faced by the society. One area that has to be addressed by all is that of reducing the government spending, to help fight the problem of ever growing deficit. The government spends enormous amounts of tax dollars in supporting both educational institutions and industry training initiatives. Effective use of this funding through the elimination of redundancy and maximization of resource utilization through a partnership process, offers concrete help towards deficit reduction as well as development of resourceful workforce that can truly meet the challenges of the future.

This study's limitation will be affected by both the selection of participants and by the scope of the study. Rather than study the effectiveness of collaboratives which may be the subject of another study, here only the feasibility of collaboration will be researched.

PROCEDURES

The population of this study will be from the hospitality industry and the hospitality educators from the community colleges. This study will be confined to the province of Ontario, Canada.

Sample One will represent the industry. There will be two categories of managers, ie. 40-50 general managers and 40-50 human relations/training managers. They will be surveyed through a questionnaire of 25-30 questions, using the Likert scale. There will be a section at the end of the questionnaire, providing an opportunity for the respondents to voice their comments and suggestions.

Sample Two will represent the hospitality educators in the community colleges. 80-100 faculty members and administrators of the colleges will be surveyed through the use of the same questionnaire.

The independent variable to be studied in this research are the successful models of partnerships between industry and the educators in hospitality industry if any, or in other sectors of economy.

The dependent variable is the feasibility of a partnership.

The intervening variable is the ability of the industry and the colleges to jointly implement the programs successfully.

Correlational analysis of the data, the literature review and the summary of comments and suggestion will be used to construct a proposal for a working partnership model.

LONG RANGE CONSEQUENCES

Should the findings of this study be in accordance with the hypothesis, a pilot project should be undertaken to test the practicality of such a working relationship.

Should the results be either contrary or equivocal, further research, principally along the same line should be undertaken.

The pace of change is accelerating, mandating both industry and education to design cost effective and efficient structures to provide for tomorrow's workforce. In all probability, neither will be able to provide workers with all they will need.

CHAPTER 2

LITERATURE REVIEW

CANADA'S ECONOMIC PROSPERITY

In a speech from the Throne, the Federal government demonstrated its concern about education and Canada's economic prosperity, declaring that "how well we live will depend on how well we learn." The speech also affirmed the importance of access to skills and lifelong learning opportunities to improve job prospects and ensure prosperity for Canadian men and women. It called for a national consensus on performance goals, partnerships and priorities for learning (Secretary of State of Canada - 1992).

At the provincial level the task force on advanced training set up by the Minister of Education and Training for the Province of Ontario found three common themes from various reports of the federal government, the provincial government and associations.

- Importance of partnerships between the community, the workplace and education.
- The necessity of continuous upgrading and lifelong learning, and
- The need for a coherent, integrated, and flexible system of higher education and training. (Walter Pitman - 1993)

Responding to such a clarion call, the Council of Regents, a policy and planning agency which reports to the Minister of Colleges and Universities, had a massive review of the mandate of the college systems. The renewed mandate aptly

called "Vision 2000" calls for the realization of two important objectives: assuring quality and enhancing opportunity. These two overriding objectives emerged from the assessment of both the colleges (Twenty-three in all) and more importantly, the new challenges facing Ontario.

Since 1988, the Canadian economy has been in a deep slump. It has yet to show any sign of change that might lead the economy towards renewal and growth. The hospitality and the tourism industry has been one of the industries hit hardest. It is disconcerting to know that the sector to recover last would be that of hospitality and tourism, as this sector is heavily dependent on people's disposable income. However bleak it may seem, one has to try to see the light at the end of the tunnel.

The need to analyze the present global economic circumstances, the regionalization of the economic blocks, the globalization of trade and commerce, the collapse of the old economic systems, emergence of unbelievable many new (and often unstable) countries, the breakdown of political boundaries, dismantling of trade barriers, proliferation of high technology, emerging new economies with enormous consumer growth potential and reduced threat of east-west collision. All this and more has happened in a very short span of the last five years. In fact, there is a new world order. There is a paradigm shift taking place. The future cannot be faced in the same old way we have in the past. Economic renewal will depend on how well we respond to this paradigm shift, and how effectively we restructure our economic base.

The aim of the restructuring process should be to ensure that the goods and services produced have a definite competitive edge over others in the global marketplace. There are two dimensions to be considered. One dimension is that of product quality and the other is that of service quality. Economies that can deliver both product and service quality every time, and continuously improve upon their previous performance, are those that will see new prosperity. Creation of a workforce capable of marching into the future will no doubt be arduous, yet it can be done.

Joel Arthur Barker, the futurist sees three keys for the twenty-first century: anticipation, innovation and excellence. The paradigm shift that is occurring is that of "total quality management," which has created an epidemic of quality throughout the world and survival of organizations will depend on whether they get on the bandwagon of T-Q-M or not (139)(1992).

WORKFORCE FOR THE 21ST CENTURY

"The most critical resource of the coming decade will be people. Managers who have already concluded this are taking steps to tap new labour pools, including senior citizens, householders who otherwise would not leave home and individuals with two jobs. This requires that people be selected from these pools to match the human and technical skills demanded by both jobs and customers. It requires that breakthrough employers devote increasing attention to education designed to improve both on-the-job and basic literary skills." (Heskett, Sasser, Hart) (255)(1990). In

Canada the demographic make up of this critical resource is expected to impact strongly, the future of the Canadian labour market. The Statscan (Statistics Canada 1990) in its labour force projection for the next decade, focuses on the demographic characteristics. It is forecasting a high proportion of older workers, new Canadians whose first language is neither English nor French, single mothers, an increase in the number of women, and retrenched workers requiring new skills. All of these people will need to be productive for the economic prosperity of Canada. In the United States of America "The Hudson Institute in its report, Workforce 2000, estimates that over 50 percent of new jobs will require education beyond high school as compared to 42 percent in 1987. One third will require college degrees, an increase of 8 percent. It is estimated that the average worker will make five complete job changes. Nine out of ten jobs will be service oriented". (Catherine Gardner and Jan Robey Marker - 1991).

In Canada, the hospitality and tourism industry will have the largest share of the human resources demographic changes. The Canadian Tourism Research Institute (Conference Board of Canada) predicts that the hospitality industry will be a major contributor to employment and growth. Of the top twenty occupation types with the largest demand for workers, food serving occupations rank second, with more than 75,000 new jobs projected to 1995. Chef and cook occupations rank fifth, with close to 50,000 jobs expected by that time. Moreover, managerial occupations in the Services Sector, such as hotel or restaurant managers, are predicted to be the third fastest growing of all occupational categories, with an annual growth rate of 2.5

percent up to 1995. (Tourism in perspective 1987).

According to Carol Frances, a specialist in economics and finances of higher education and Scott Hughes, a policy analyst and advisor on strategic services to post secondary education clients, "the most significant changes that will take place in the 1990's is that of the demographic changes in the workforce." They state that these changes in the workforce will have a major impact on higher education. There needs to be much greater flexibility in the way in which and when, we offer educational services; and under what conditions. These two American experts suggest that "there will be many cooperative arrangements among the academic institutions as they try to consolidate their capabilities. There will be increased cooperative arrangements with business. Businesses will be more interested in contracting for training, human resources skills, skills upgrading, as they find out their workers are no longer disposable.

THE FUTURE OF HOSPITALITY AND TOURISM EDUCATION

The educational institutions will be facing new challenges as well as increased opportunities. Anna Graf Williams in her study "So.....what's wrong with the hospitality education?" (1990) has identified three challenging issues. The first deals with the question of whether hospitality education is a matter of training or educating. The second rests in the realm of professional accreditation. The third, and perhaps most critical, is that of the relationship between hospitality education and the hospitality industry.

The issue whether hospitality education is a matter of training or educating has been debated by both the industry and the educators over the last two decades and will continue to be debated.

"Education is not job specific. It is the process of teaching concepts, principles and critical reasoning. Training is the process of mastering job-related skills. Both are critical to the development of a hospitality manager. Those who prefer the general education approach maintain that job-skills training should take place on the job, not in classroom. Jonker and Jonker (1990) pointed out that on-the-job training, a.k.a. industry experience does not provide a broad education in the arts, tourism and current events or a detailed oriented mind set that helps a manager see a problem through to conclusion, and an ability to apply theory to everyday experiences imparting this knowledge is the charge of hospitality education." (David V. Pavesic. 1991).

"Some of us believe our main purpose is training, i.e. our concern is for our students to know and perform some activity correctly, to do some real hospitality tasks well. On the other hand, there are some of us who see our primary purpose as education, i.e. we want our students to think better and learn how to learn about everything including hospitality. While all of us would probably see some mix of these two categories as ideal, at heart we nevertheless believe in, and thus lean towards one or the other." (Craig C. Lundberg 1991).

The challenge is in finding a balance, which will be based on the needs assessment of the industry and takes into consideration, the ever changing

socio/economic environment and the technological advancement.

"To enhance professional practice tomorrow and beyond, undoubtedly requires that our students possess a wide and useful repertoire of knowledge, skills and attitudes/values - awareness of the possibilities is surely the first step in appropriately targeting the diversity and depth of responsible hospitality education." (Craig C. Lundberg 1991).

The Ontario Colleges in its renewed mandate, seeks to balance the overall learning outcomes. Taking into consideration the nature of the future workforce and the workplace, it finds it necessary for college curriculums to adequately address the general education, generic skills and vocational skills needs of the full-time, part-time students and retraining workers. (Vision 2000)

The second issue is that of professional accreditation. All the key players in the hospitality and tourism field, i.e., the educators, the industry employers, the industry associations and the governments, are placing increased emphasis on standards and accreditation. In Ontario, the Ministry of Colleges and Universities has established the College Standards and Accreditation Council (CSAC). The need for program standards in the hospitality and tourism area was clearly defined by the Ministry of Skills Development, the Ministry of Tourism and Recreation and the Ministry of Colleges and Universities in the report titled, "Human Resource and Training Needs in Ontario's Hospitality Industry." The objective of CSAC is to establish standards for the Ontario Community College system, that might guarantee the knowledge, skills and orientations that will directly affect their success when

facing future challenges and opportunities, particularly in the hospitality and tourism industry. (Susan Horne and Jeremy Staples. 1990).

In 1991 the Ontario Tourism Education Council was formed to coordinate a variety of activities aimed to increase professionalism in Ontario's tourism industry. These include: industry awareness, development and validation of competency-based occupational standards, coordination of training and education programs, certification recognition for tourism professionals, career awareness programs and the provision of human resources information. The council is made up of over twenty trade associations, as well as labour representatives, educators, and government officials. Through this partnership, OTEC will encourage the development of a well-qualified and motivated tourism industry workforce in the province of Ontario. (Ontario Tourism Education Council - News Bulletin)

It is clearly evident that the hospitality and tourism industry is moving towards change, but is the change in direction fast enough? Tom Peters in his book, *Thriving on Chaos*(1988) says that change must become the norm, not cause for alarm. What Peters sees in the business world predominates in schools - the same inertia, fear of innovation and rejection of technology. Schools should take Peters' advice and change their directions, otherwise the future may be very bleak.

"Ten years from now many of the hospitality programs will no longer exist. The product life cycle concept is alive and well, and only those who know how to renew the product in its maturity stage, if it is not already in the decline stage, will still have programs. Other programs will decline with lower enrolments and

eventually be absorbed by other disciplines and disappear. Present programs, at least those that will survive, need to be reevaluated in the light of changing managerial and social needs, as well as of industry needs that are not yet realized." (Robert C. Lewis. 1993).

Pavesic (1991) suggests that as "educators we must be conscious of the limitations in curriculum design and program requirements. No program can be all things to all industry segments. Therefore, hospitality programs each must find a niche."

The third issue deals with the relationship between the education and the industry. Both realize the need to work together and the need to collectively strive for the common good of the work force, however the burning issue is, about who drives whom? This issue comes to the surface whenever co-operative ventures are considered between the two. Some in the industry feel that the educators are not preparing the students to adequately meet either the needs or the Standards of the industry and therefore would like to have a greater say in the design and development of the curriculum. Whereas, some educators feel that the industries needs will never be completely satisfied, as it is almost impossible to keep up with the changes in the industry. There are obvious gaps between the human resource training and development needs of the industry and the educators perception of what those needs are. The future success of the hospitality and tourism education will depend on building a relationship with the industry to, not only identify these gas, but also to form collaborative ventures that will be effective for developing the full potential of the workforce to pursue the organizational quality and operational

performance objectives.

LEARNING CONTINUUM

The Economic Council of Canada in its 1992 research report titled: "*A Lot to Learn - Education and Training in Canada*", described a learning continuum thus, "the traditional model, in which 'schooling' and 'work' were quite distinct activities, is obsolete. The 'learning continuum' conveys the notion of learning as a continuing process from early childhood education through elementary and secondary schooling to the array of learning activities of adulthood. In particular, it emphasizes the need, in the information age, for continual upgrading. Thus, today, one encounters expressions such as 'lifelong learning', 'recurrent education', or 'further education and training'. "(*A lot to Learn - Economic Council of Canada - 1992*)"

The various building blocks for lifelong learning already exists in Canada, but in most cases they are stand alone building blocks. For effective lifelong learning to occur, linkages must be established. These linkages could be established through articulation between secondary schools, colleges, and universities and through partnership agreements between the employer and the educators in providing education and training for all the employees. This is not to suggest that there aren't any such arrangements. Yes, there are articulation agreements, recognizing credits of one educational institution by another, usually for the purpose of admissibility into a higher level program. But these are few and far between. Yes, there are also partnership agreements between employers and educators in providing training and

education. But the arrangements are usually not continual and do not adequately address the need for "learning continuum" (see next subtitle: Trusting partnerships).

The task force on advanced training set up by the Minister of Education and Training for the Province of Ontario for higher education and training, recognizes the importance of partnership of college/university/industry in providing advanced training. It acknowledges that students who are attracted to practical studies - a more hands on approach in learning styles should have access to advanced training which leads to a degree. It is of the opinion that relevant university and college programs would appeal to people in the workforce whose prior learning from experience and training in the industry is tacitly acknowledged by the educators as valuable and thus accorded advanced standing. This may reduce the length of part-time studies. The task force believes that the major source of students for advanced training programs is most likely to come from mature learners already employed, seeking to upgrade their skills.

Further, the task force suggests that the training component of a learning culture has to be readily accessible, flexible and unbiased in its recognition of previous experiences. It may depend upon bridges between colleges and universities, or those opportunities for training at the advanced level in a college/university/industry partnerships which are absent at present. But, however it is forged, it has to realize and expand the expectations of students - whether they are continuing their studies or come from the workforce. Further "vocational education" - of which advanced training is a part, must be viewed within the concept of

"educational continuum."

TRUSTING PARTNERSHIPS

The literature review of partnerships between educators and industry resulted in finding a number of very interesting partnerships in existence. This section includes partnerships in the hospitality industry and other sectors of the economy. Each partnership has its uniqueness, illustrating the basis for their formation.

One exemplary partnership program is being developed by IBM called the Work station Ownership Program (WSO). Lois Lund, Assistant Dean at Evergreen Community College/Program Manager for IBM's learning centre, San Jose, California, said the purpose of the program is to increase the skills and levels of responsibility of all IBM employees, especially the frontline worker. It is a proactive effort by IBM she said, to remain competitive into the twenty-first century. Program development was based on IBM's needs assessment and as a vehicle for career advancement as requested by employees. Three goals underlie WSO: improved quality, improved productivity and career enrichment." (Catherine Gardner and Jan Marker)

Northern Illinois University, U.A.W. and Chrysler have formed a worthy partnership. "To develop a comprehensive program for labour and industry, requires a level of training from basic education courses leading to college degree. To provide an array of programs based on the needs of the worker and the employer was not easy. It required flexibility, sophisticated delivery systems, up front investment of time

and personnel and this was not within the reach of the secondary schools, community colleges or the private contractors of the region. Only Northern Illinois University could assure continuity and resources through its continuing education division. At the same time, it could marshal the assistance and resources of others like the community colleges whenever necessary, thus a number of other stakeholders could become involved in an effort - through which labour and industry could benefit." (Edwin L. Simpson)

"A new educational direction is being piloted by Pepsico and Ryerson Polytechnic University in Toronto. Selected Pizza Hut managerial staff are being fast-tracked through Ryerson executive Bachelor Degree by receiving advanced credits for their previous company training. It is very new for universities to be granting credits for courses given in industry," points out Katherine Penny, Ryerson's Project Director for the special degree. (*Food Service & Hospitality*, Oct. 1993, p. 34)

Humber College in Toronto, has a strong commitment to participatory practical training and on-site work experience. It gives its culinary management and hotel management trainees three, eight week industry placements, interspersed with two eight week blocs in college as a foundation in hospitality. "Our goal is to be industry driven - not just every now and then, but in an ongoing way," says John Walker, Chairman of the School of Hospitality. Humber's industry coaches, as they call the professionals who oversee traineeship placements, get training guides and trainer sessions to prepare them for this task. (*Food Service & Hospitality*, Oct. 1993,

p.38) The Centennial College of Applied Arts and Technology's Hospitality and Tourism Management program recognizes the importance of seeking new directions, so that it could effectively meet the needs of the workforce of the twenty-first century. It is into its third year of successful articulation arrangement with New Hampshire College in the U.S.A. The three year diploma graduates of the college, which is in Ontario, Canada, are admitted to the final year of the Bachelor's Degree, which requires the students to spend six months at New Hampshire College, and nine months either at a Marriott property or a Hyatt property. An exemplary example of a three way college/university industry partnership, albeit on a limited scale. According to Professor Verona Barclay, the Articulation Coordinator of the college's Hospitality and Tourism program, several other articulation negotiations with other Ontario universities are underway. Professor Michael Shariff in his recent pilot study with the students of the HTA program, concludes that 94.4% of the survey respondents would like the Centennial College to pursue linkages with other universities in North America, and 81.3% would like the HTA program to establish a liaison with an international college (outside North America). The order of preference for the top five countries is as follows:

- Switzerland
- France
- United Kingdom
- Hong Kong
- Caribbean

Georgian College in Barrie, Ontario has recently concluded an articulation arrangement with the Rochester Institute of Technology in U.S.A. for advanced standing for its diploma graduates for admission into the undergraduate degree at R.I.T. The two institutions are also planning to share the facilities to offer the executive leaders M.S. in HTA which is gaining increased popularity among the HTA professionals.

One of the major goals of the North Alberta Institute of Technology (NAIT) and its southern counterpart (SAIT) is to bring the educators and industry together. Not only do many of instructors at the Edmonton and Calgary campuses come from the industry, they are also encouraged to return to it whenever possible. (Lawrence Herzog - 1993).

George Brown School of Hospitality in Toronto has a number of industry driven programs in place. The Chinese Cuisine program is worthy of mention here. This program was developed mainly to meet a critical need for specialized skills and culinary training for the Chinese restaurant sector, which is one of the fastest growing sectors of the hospitality industry today.

The George Brown program is a cooperative training effort that combines sixteen weeks of institutionalized theory and practical experiences at George Brown utilizing a specialized Chinese cooking lab with eight weeks of on-the-job training in Ontario's fine Chinese restaurants. Members of the Ontario Chinese Restaurant Association (550 restaurant members) participate actively in the entire program, acting as program advisors, cooperative training authority, participants as in-school

program deliverers and as specialist chef instructors, both in-school and on-the-job. (Brian Cooper - 1991).

There are dozens of industry and education partnerships and numerous articulation agreements among colleges/universities/industries in Canada. However, as pointed out earlier, they all are either terminal in nature or on a very limited scale. There aren't any full-fledged partnerships between an industry employer and an educational institution to provide both education and training to its employees by sharing the facilities' joint utilization of the faculty and industry experts and the development of programs that offer a fully developed and structured career path, which, apart from providing a superb standard of education and training, also equips future employees with knowledge and skill levels necessary for them to realize their career aspirations. While Canadians might be limiting the scope of their partnerships, overseas as far away as in Australia, a one-on-one industry employer and educational institute partnership is already a reality.

The Beaufort Hotel Group of Brisbane and the College of Tourism and Hospitality have negotiated a unique partnership. According to their agreement, cooperative, hands-on training opportunities for community college students will be provided within the day-to-day operations of the hotel. It will also mean that students will have opportunities to study the Heritage Hotel Management Systems which incorporates the Nixford hotel communication and worldwide reservation system - one of the most advanced in the world. One unique feature already incorporated in the heritage recruitment policy is that on all employment contracts

for hotel heads of departments, it is specified that departmental staff must be prepared to support and assist in training of community college students. The partnership provides access to the hotel from 8 a.m. to 10 p.m., seven days a week, 52 weeks a year for the following purposes.

- Formal classes - both theory and practical conducted by either college or hotel staff.
- On-the-job student work experience up to 300 student days per year.
- Placement and training of college faculty on industry release or part-time industry attachment. The Beaufort pays salary equivalent to a teacher's salary or higher.

The college is also currently trying another unique agreement with Sheraton Pacific Hotels and Griffith University. The Sheraton University programs address two distinct levels of training. They offer entrants the opportunity of either a course of intensive knowledge and skills training followed by an extensive period of practical experience known as a Sheraton Traineeship, or a University level hotel management degree with the Sheraton faculty of hotel management. Both provide for direct progression into Sheraton Hotel System via an Australian Sheraton hotel. Students on the Sheraton traineeship receive a paycheque from the time the program commences. The program, which has the backing of state and federal governments, resulted from an exhaustive study by Sheraton in adapting and improving existing community college and university courses in hospitality and tourism disciplines. The commitment on the part of Sheraton is maintained throughout both schemes, with

Sheraton having a heavy involvement in the provision of resources and expertise to ensure that both programs produce a quality graduate who can be easily assimilated into Sheraton properties in Australia and the Pacific region. (Brian Cooper)

It is clearly evident from the literature reviews, that the future holds promise for innovations and excellence through collaborative ventures.

"Both industry and education have the potential to create innovative training and educational programs to meet the needs of the future. These programs need to be shared with other companies, especially with smaller business that do not have the resources to reinvent the wheel. Both industry and education need to build a trusting relationship through communication, networking, and a sharing of resources." (Catherine Gardner & Jan Marker)

According to Edwin L. Simpson, one key issue is lack of flexibility on the part of institutions of higher education. Colleges and universities have to prepare packages that are flexible and take into consideration the constrictions of the workplace, such as the working hours, changing values, and the lifestyle of the workforce. (Adult Learning 1989)

"Traditional hospitality programs must continue to earn the loyalty of their stakeholders - students, faculty and industry recruiters - by increasing the breadth and quality of their curricula. HTA programs might not find themselves in a shrinking niche if they fully met the industry's needs. We can rectify the situation through active collaboration between industry and university-based speciality programs." (Raymond J. Goodman Jr. and Linda G. Sprague 1991)

Ronald F. Cichy of Michigan State University foresees one additional way to cement the relationship between industry and academe. He expects that "industry executives will more closely identify with our programs as more of these leaders become involved in teaching on a part-time basis." (Michael M. Lefever 1989)

CHAPTER 3

METHODOLOGY

POPULATION:

This study is limited geographically to the Province of Ontario in Canada. The survey population included are the following.

- (a) Current operations managers of the major hospitality and tourism businesses that employed more than 25 and up to 500 plus employees. The positions of the units of this population includes the vice-president, the general managers, assistant general managers and the department managers.
- (b) All the current managers responsible for the human resources management of the properties as above.
- (c) All the current administrators and the faculty of the nineteen community colleges in Ontario offering hospitality and tourism related programs. The positions of the units of this population includes the deans, department chairs, the program co-ordinators and faculty.

SAMPLE:

This study is based on two parallel samples. Sample I represents the hospitality and tourism industry management comprising of the operations managers and the human resource managers. Sample II represents the educators from the

community colleges comprising of the college administrators and the faculty.

SAMPLING FRAME:

Sample I (Industry) was drawn from a current and comprehensive list of all prospective major employers in hospitality and tourism industry in the Province of Ontario.

Sample II (Educators) was drawn from the current list of all the community colleges offering hospitality and tourism related programs. This list included the names of the program head, the key contact person and the number of administrators and faculty.

Both of the above population lists (sample frames) are maintained and updated on a current basis (1993\1994) at the School of Hospitality and Tourism Administration Program at the Centennial College of Applied Arts and Technology in the City of Scarborough in the Province of Ontario.

PARAMETERS OF INTEREST:

The sample choice was based on the assumptions made earlier in the proposal. There are three assumptions as follows:

- (1) The general managers surveyed will make a commitment to seek ways of engineering collaborative ventures through co-operative thinking on strategy formulation for human resource development.
- (2) The human resource/training managers, while indicating interest, may

have reservations on the practicality of a working relationship with a community college.

- (3) The faculty and the college administrators surveyed will show great interest but will indicate concerns about the implementation of industry community college collaboratives. Some may see such co-operative venture as impacting adversely on the Canadian community college's traditional mission and purpose.

SAMPLE SIZE:

PRECISION MEASUREMENT: The following questions from the survey questionnaire have been identified as key questions. Right answers to these key questions are critical to the study. The key questions have been grouped as

- (1) Independent variables
- (2) Intervening variables
- (3) Dependent variables

KEY INDEPENDENT VARIABLES

Question 1. Training and education (learning programs) provides needed skills and enhances job performance

KEY INTERVENING VARIABLES

Question 2. opportunities should be provided by the employer to all employees to develop the knowledge and skills needed to meet the company quality and performance objectives.

- Question 5. Employers should seek ways to make available learning programs, both within the workplace and outside.
- Question 15. Hospitality/tourism programs should be given enough leverage and flexibility by the college administration to adjust its academic discipline to the needs of the industry.

KEY DEPENDENT VARIABLES

- Question 14. The Community college and hospitality/tourism employers should seek to enter into active partnership to develop jointly all training and education programs.
- Question 20. The delivery of the courses should take place both in school and on-site and the length of time spent in school and on-site should be appropriately divided.
- Question 21. All practical skills courses (vocational skills) should be offered on-site by the industry professional with adequate participation from the educators.
- Question 22. All theoretical courses (general education and generic skills) should be offered in schools with adequate participation of the industry professionals.
- Question 24. Colleges should grant credits for professional and career experiences of the employees which could shorten the length of time required to earn a certificate or diploma.

Question 23. Successful completion of any jointly sponsored training programs should enable employees to earn credits towards college diplomas and certificates.

Question 25. The industry and the educators should assume the responsibilities to share their resources to make the partnership cost efficient.

As answers from the three main groups on the key questions are vital for the study of the feasibility of partnership formation, it becomes essential to include adequate number of elements from each group. This is based on the fact that the sub groups, the operations managers and the human resource managers from sample I are the decision makers and implementors of the training programs in the industry. The faculty from sample II are the facilitators of the education process in the community colleges.

PRECISION QUANTIFIED:

Simple random sampling technique has been used in this study to ensure elimination of bias. Every element in the population had an equal probability of being selected (EPSEM). Since the reliable sampling frames were available, randomization was achieved without much effort. A systematic selection process was applied. In the first round of selection, the first and ninth names in the sampling frame was selected. In the second round every eighth name was selected. This process was continued until in the sixth round with selection of every 4th name provided the estimated sample size of 150 elements for each sample population.

To obtain a 95% confidence level of the sample with an error of 5% the

following numbers were established:

EDUCATORS:

POPULATION SIZE 250

SAMPLE SIZE REQUIRED 152

INDUSTRY EMPLOYERS:

POPULATION SIZE 238

SAMPLE SIZE REQUIRED 148

It was decided to mail 150 survey instruments to each of the two parallel samples.

QUESTIONNAIRE CONSTRUCTION:

The survey questionnaire was constructed using the Likert scale. It was divided into 3 sections. Sections A and B contain 25 questions common to both the parallel samples. Section C contains the demographic questions which are different for each parallel sample. At the end of the questionnaire provision was made to enable respondents to provide comments and suggestion.

RESEARCH DESIGN:

This cross sectional study took place in the present environment in the Province of Ontario. Survey questionnaire was used as the instrument of research. Causal inferences will be made by using correlational analysis. The topical scope of the study was statistical.

CASUAL INFERENCE: The independent variable studied in the research were the successful models of partnerships between the industry and the educators in the hospitality and tourism industry.

The dependent variable was the feasibility of a partnerships.

The intervening variable is the ability of the industry and the colleges to jointly implement the programs successfully.

A path analysis was undertaken to draw causal inference.

PATH ANALYSIS

Independent Variable	Intervening Variable	Dependent Variable
↓	↓	↓
Successful models	Ability of the industry and the educators	The feasibility of the partnership

Variables 4 and 8 have been identified as key independent variables. These were established through a process of extrapolation of the positive outcomes of all collaborative and co-operative ventures and successful human resource management practices discovered during the literature review. Those who will consider education and training to be important were expected to attach high values to it, because of the known possibilities of positive outcomes.

Variables 2, 5, and 15 had been identified as the key intervening variables. The selection of the different attributes were expected to be influenced by the presence of the independent variables. The intervening variables are indicators of the ability of the industry and the educators to facilitate the formation of the partnership and therefore knowing that there are positive outcomes from collaborative ventures, the parties were expected to be

more open to provide the right conditions.

Variables 14, 20, 21, 22, 23, 24 and 25 had been identified as the dependent variables. The right selection of the attributes of these variables were expected to determine whether partnerships between the educators and the industry is feasible. If the educators and the industry people are open to providing the right conditions, then there may be opportunities for collaborative ventures to provide training and education.

The key questions were also analyzed independently for each relevant sub groups ie:

- (a) all operations managers
- (b) all human relations managers
- (c) all educators

Distribution of responses and summary averages were computed for each subgroup and comparisons were made.

Using the Likert scale response patterns were scored. After the individual responses were scored the independent scores were summed. Overall scores were computed for the purposes of item analysis to select the key items. The individual items were then correlated with the large composite measure. The items that correlated the most with the composite measure, were assumed to provide the best indicators of the variable.

SURVEY ADMINISTRATION:

It was decided to use mail survey to gather data. The time span required to administer and complete the data collection was established. The following datelines were set.

- (1) January 10, 1994 - materials printed and gathered.
- (2) January 17, 1994 - Advance notification mailed to all the elements of the industry sample.
- (3) January 17, 1994 - Letters requesting the assistance of the chairpersons of the hospitality and tourism programs to administer the survey to the administrators and the faculty of their departments.
- (4) January 25, 1994 - Survey questionnaire with the covering letters mailed.
- (5) February 15, 1994 - Follow-up calls to non respondents.
- (6) February 21, 1994 - Follow-up thank you letters mailed.
- (7) March 15, 1994 - Cut-off date.
- (8) April 1, 1994 - Returned survey questionnaires mailed to R.I.T. for data processing.

MATERIALS:

Approval for the use of the official Centennial College letterheads and the envelopes were obtained from the marketing and research department and the chairperson of the School of Hospitality and Tourism Administration Program respectively. Printing of the outbound envelopes, the self addressed stamped return envelopes, the questionnaires and all the letters were completed as per schedule. Using the mail merge program the mailing list

was completed.

DATA COLLECTION METHOD:

PARALLEL SAMPLE I (INDUSTRY)

On the 17th of January, 1994, an advance notification letter was sent to 150 elements of the industry sample. There are two subgroups in this sample.

- (1) One subgroup made of 75 operations managers whose positions listed included the following:

- Vice President
- General Managers
- Department Managers

- (2) One subgroup made up of 75 human resource managers.

The purpose of this advance notification was to inform both groups of the survey they would receive. It also briefly mentioned the objective of the research study.

On January 25 the questionnaires were mailed to all, along with the covering letters. This letter again stated the objective of the study as well as the nature and scope of the research. It expressed how much the researcher valued the input of the respondents.

Starting from the 15th of February, calls were made to research sample elements who had not returned the survey as of the 15th. This exercise was the least fruitful of all as it took a lot of time to reach people and most of the time they were not available.

On the 21st of February 1994, the follow-up letters were mailed. This letter thanked the respondents for their interest in the study and urged others to send their responses.

Parallel Sample II (Educators)

In this case it was decided that individual mailing was not necessary. The chairpersons of the hospitality and tourism programs were requested through a letter to assist in the administration of the survey questionnaires among the faculty and the administrators of their programs. Wherever it was possible, this written request was followed with a phone call as well.

Although outbound mail was sent in bulk, addressed to the chairperson, individual stamped self addressed envelopes were provided for the return of the responses and to ensure confidentiality of the respondents identity.

RETURNS:

A daily tab was maintained to keep track of the return mail. The first week ending 4th February, registered an average return of 15 mails per day. The second week ending 11th February registered an average return of 10 mails per day. Thereafter the daily average return dropped to 3 mails per day.

Following the follow-up letter dated 21st of February, the daily average increased to 5 mails per day. During the post follow-up period and up to the cut-off date of March 15th, the surveys returned amounted to 36.

Rate of return:

Industry

Number of questionnaire mailed	150
Total return	90
Rate of return	60%

Educators

Number of questionnaires mailed	150
Total return	70
Rate of return	46.66%

Overall rate of return	53.33%
------------------------	--------

DATA ANALYSIS:

Data was analyzed by using the SPSS X program at the R.I.T. To facilitate the analysis, a code book was constructed naming and numbering all the variables and attributes. Twenty eight dummy cross tables were prepared to carry out path analysis, item analysis and correlational analysis. For the purposes of path analysis, the key independent, intervening and dependent variables were also cross tabulated.

CHAPTER 4

SURVEY DATA ANALYSIS AND INTERPRETATION

INTRODUCTION:

The survey questionnaire was constructed using The Likert scale. It was divided into 3 sections. Sections A and B contain 25 questions. The following value labels were assigned - Variables 01 to variables 25:

1. 'Strongly Agree'
2. 'Agree'
3. 'Moderately Agree'
4. 'No Opinion'
5. 'Moderately Disagree'
6. 'Disagree'
7. 'Strongly Disagree'

Section C contains the demographic questions. At the end of the questionnaire provision was made to enable respondents to provide comments and suggestions. Two parallel samples were surveyed. The sample size of each was 150. Sample I representing the hospitality/tourism industry management returned 90 completed surveys, providing a 60% rate of return. Sample II the hospitality educators and the administrators of the community colleges returned 70 completed surveys, providing a 46.66% rate of return. Both the sample sizes were based on an estimated population of 250 for each group.

DATA ANALYSIS:

The purpose of Section A (questions 1 - 12) of the survey questionnaire was to determine the degree to which there is agreement between the educators and the employers, on the importance of education and training of the employees. The respondents rated them on a scale of 1 to 7, 1 indicating strong agreement and 7 indicating strong disagreement.

BIVARIATE ANALYSIS

A bivariate analysis was carried out as presented in tables 1 to 12. The range of attributes are from 1 to 7. For the purpose of easy reading of the tables, it was decided to collapse the range by combining the three attributes of 'strongly agree', 'agree' and 'moderately agree' into one category 'generally agree'. Similarly the three variables of 'strongly disagree', 'disagree' and 'moderately disagree' into a second category of 'generally disagree'. Further, it was decided to exclude the attribute 'no opinion' and consequently the percentages were recalculated.

Noticeable differences in the extent of variabilities have been included in the footnotes following each table.

The table also compares the mean, the standard deviation and the standard error.

TABLE 1.1 WORKFORCE QUALITY

"A company's success in meeting its quality and performance objectives depends increasingly on workforce quality and involvement".

EDUCATORS		EMPLOYERS
Generally Agree	98.5%	96.0%
Generally Disagree	1.5%	4.0%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.441	1.517
Standard Deviation	.937	1.39
Standard Error	.114	.121

FOOT NOTE: A close match in the extent of the variabilities

TABLE 1.2 OPPORTUNITIES PROVIDED

"Opportunities should be provided by the employer to all employees to develop the knowledge and skills needed to meet the company quality and performance objectives".

EDUCATORS		EMPLOYERS
Generally Agree	98.5%	96.7%
Generally Disagree	1.5%	3.3%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.279	1.719
Standard Deviation	.709	1.168
Standard Error	.086	.124

FOOTNOTE: Although the percentage for general agreement is almost identical, there is a gap of 24% between the educators and the employers, on the variability of 'Strongly Agree', 80.9% of the educators indicated 'Strong Agreement', compared to only 56.2% by the employers.

TABLE 1.3 MOTIVATED TO LEARN

"Employees basically want to do good work and therefore are motivated to learn".

EDUCATORS		EMPLOYERS	
Generally Agree	91.0%	88.0%	
Generally Disagree	9.0%	12.0%	
	100.0%	100.0%	
	(68)	(89)	
	(0)	(0)	
Mean	2.47	2.57	
Standard Deviation	1.227	1.278	
Standard Error	.149	.135	

FOOTNOTE: A close match in the extent of the variabilities

TABLE 1.4 ENHANCED JOB PERFORMANCE

"Training and education (learning programs) provides needed skills and enhances job performance".

EDUCATORS		EMPLOYERS
Generally Agree	100.0%	95.3%
Generally Disagree	0.0%	4.7%
	100.0%	100.0%
	(68)	(89)
	(0)	(1)
Mean	1.515	1.921
Standard Deviation	.680	1.29
Standard Error	.082	.137

FOOTNOTE: Close match

TABLE 1.5 AVAIL PROGRAMS

"Employers should seek ways to make available learning programs both within the workplace and outside".

EDUCATORS		EMPLOYERS
Generally Agree	95.5.0%	91.7%
Generally Disagree	4.5%	8.3%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.412	2.315
Standard Deviation	.966	1.45
Standard Error	.117	.154

FOOTNOTE: Although the percentage of general agreement is almost identical, there is a big gap of 44.2% between the educators and the employers on the variability of 'Strongly Agree', 77.5% of the educators indicated 'Strong Agreement, compared to only 33.7% by the employers.

TABLE 1.6 PERSONAL ENRICHMENT

"If companies provide employees with the widest possibilities of learning opportunities, they are empowering individuals to be in greater command of their own personal environment".

EDUCATORS		EMPLOYERS
Generally Agree	95.6.0%	95.4%
Generally Disagree	4.4%	4.6%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.64	2.202
Standard Deviation	1.019	1.217
Standard Error	.124	.129

FOOTNOTE: Although the general agreement percentage is identical, there is a big gap of 32.6% between the educators and the employers, on the variability of 'Strongly Agree' 61.8% of the educators indicating 'Strong Agreement' compared to only 29.2% by the employers.

TABLE 1.7 INDUSTRY PROFESSIONALISM

"The hospitality/tourism industry is becoming increasingly complex. There is a need to enhance the overall professionalism of the industry".

EDUCATORS		EMPLOYERS
Generally Agree	100.0%	95.5%
Generally Disagree	0.0%	4.5%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.57	2.022
Standard Deviation	.869	1.261
Standard Error	.105	.134

FOOTNOTE: Although 100% of the educators and a close 95.5% of employers generally agree, there is a big gap of 30.4% between the educators and the employers in the variability of 'Strongly Agree', 80.9% of the educators indicated 'Strong Agreement' compared to only 50.6% by the employers.

TABLE 1.8 TURNOVERS AND ATTRITION

"Training and education boosts employees' self-esteem, fosters their sense of professionalism, increases job satisfaction and thereby helps in reducing turnovers and attrition".

EDUCATORS		EMPLOYERS
Generally Agree	98.5%	93.0%
Generally Disagree	1.5%	7.0%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.57	2.022
Standard Deviation	.869	1.261
Standard Error	.105	.134

FOOTNOTE: Although the two groups have a very high general agreement, they differ on the variability of 'Strongly Agree' 61.8% of the educators indicated 'Strong Agreement', compared to 40.4% by the employers.

TABLE 1.9 MANAGERS AS TRAINERS

"The rapidly changing environment of the hospitality/tourism business is forcing many managers to dedicate a great deal of their effort working as trainers, whether they are prepared for that role or not".

EDUCATORS		EMPLOYERS
Generally Agree	95.2%	89.3%
Generally Disagree	4.8%	10.7%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	2.103	2.303
Standard Deviation	1.135	1.309
Standard Error	.138	.139

FOOTNOTE: Close match

TABLE 1.10 GOALS & OBJECTIVES

"Good training and education of the employees is a wise investment, but only if it is linked to the organization's mission. business plans, goals and objectives".

EDUCATORS		EMPLOYERS
Generally Agree	86.1%	89.3%
Generally Disagree	13.9%	11.7%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	2.176	2.124
Standard Deviation	1.753	1.573
Standard Error	.213	.167

FOOTNOTE: Close match

TABLE 1.11 CONTINUAL TRAINING

"Training and education of the employees must be planned, systematic, comprehensive and continual".

EDUCATORS		EMPLOYERS
Generally Agree	98.5%	94.1%
Generally Disagree	1.5%	5.9%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.47	1.89
Standard Deviation	.922	1.28
Standard Error	.213	1.37

FOOTNOTE: Close match

TABLE 1.12 SUCCESS MEASURABLE

"The success of the training and education programs must be measurable".

EDUCATORS		EMPLOYERS
Generally Agree	98.5%	96.5%
Generally Disagree	1.5%	3.5%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.412	1.809
Standard Deviation	.758	1.186
Standard Error	.092	.126

FOOTNOTE: Although the percentage of general agreement is almost identical, there is a 21.2% gap in the variability of 'Strongly Agree'. 70.6% of the educators indicated 'Strong Agreement', compared to 49.4% by the employers.

FIGURE 1

Variables 1 to 12 - Extent of Agreement on the Importance
of Training & Education

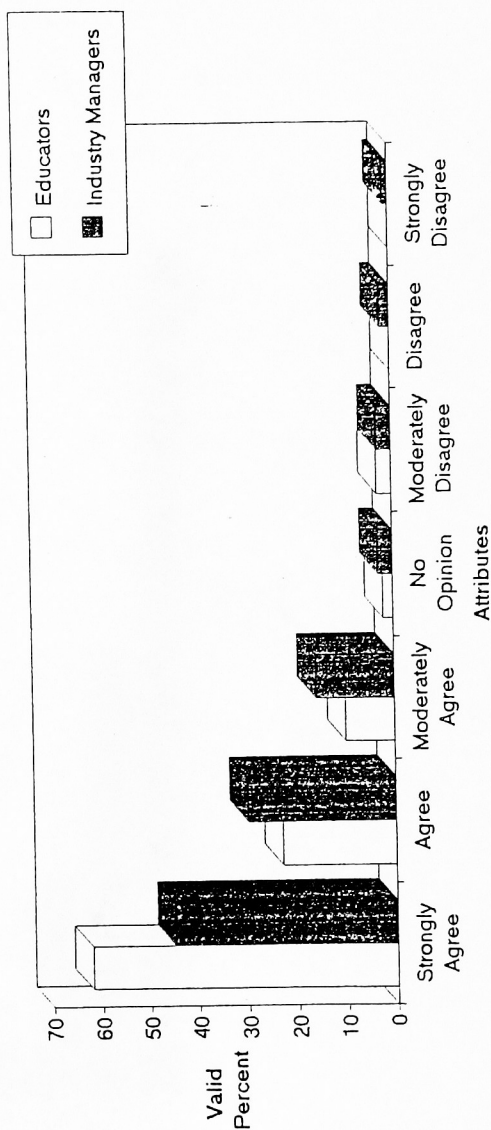
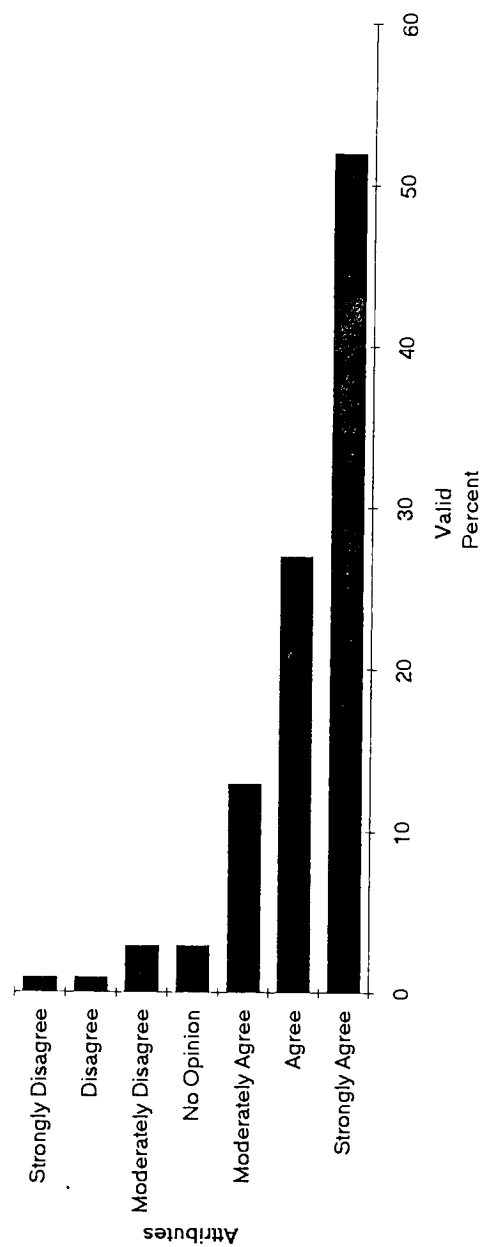


FIGURE 2

Variables 1 to 12 - Extent of Agreement on the Importance
of Training & Education
(Educators & Industry Managers Combined)



To what extent the two groups (the educators and the employers) agree on the importance of training and education?

EDUCATORS:

The average percentages for all the twelve questions indicated 96.3% general agreement and 61% indicated strong agreement. Two questions received low strong agreement. Item number three - employees are motivated to learn, received only 22% strong agreement and item number nine - managers as trainers, received only 33% strong agreement.

EMPLOYERS:

The average percentages for all the twelve questions indicated 93.3% general agreement and 44.6% indicated strong agreement. Four items received low strong agreement. Items number three and nine received almost identical scores, same as from the educators 22% and 31.5% respectively. Item number six - personal enrichment received a low of 29.2% (educators 61.8%) and item number five - Avail programs, received a low of 33% (educators 77.9%).

TABLE 1.13 OVERALL (Items 1 - 12)

EDUCATORS		EMPLOYERS
Generally Agree	96.3%	93.3%
Strongly Agree	61.3%	44.6%

The purpose of Section B (questions 13 - 25) of the survey questionnaire was to explore the feasibility of partnership formation between a community college and a hospitality/tourism employer. A bivariate analysis, similar to section A was carried out as presented in tables 1.13 to 1.25.

TABLE 1.14 LEARNING NEEDS

"All the learning needs of an individual and the needs of an employer, cannot be met fully by either the community college or the employer acting alone".

EDUCATORS		EMPLOYERS
Generally Agree	94.0%	87.7%
Generally Disagree	6.0%	12.3%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.721	2.517
Standard Deviation	1.57	1.447
Standard Error	.140	.153

FOOTNOTE: Although there is a high percentage of general agreement there is a big gap of 37.8% in the variability of 'Strong Agreement'. 60.3% of the educators indicating 'Strong Agreement' compared to only 22.5% by the employers.

TABLE 1.15 ACTIVE PARTNERSHIP

"The community college and hospitality/tourism employers should seek to enter into active partnership to develop jointly all training and education programs".

EDUCATORS		EMPLOYERS
Generally Agree	94.0%	87.5%
Generally Disagree	6.0%	12.5%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.544	2.618
Standard Deviation	1.139	1.526
Standard Error	.138	.162

FOOTNOTE: Although the percentage of the general agreement is high, there is a big gap of 47.4% on the variability of 'Strong Agreement'. 72.1% of the educators indicated 'Strong Agreement', compared to only 24.7% of the employers.

TABLE 1.16 COLLEGE FLEXIBILITY

"Hospitality/tourism programs should be given enough leverage and flexibility by the college administration to adjust its academic discipline to the needs of the industry".

EDUCATORS		EMPLOYERS	
Generally Agree	93.6%		96.4%
Generally Disagree	6.4%		3.6%
	100.0%		100.0%
	(68)		(89)
	(0)		(0)
Mean	1.868		1.708
Standard Deviation	1.292		1.140
Standard Error	.157		.121

FOOTNOTE: Close match

TABLE 1.17 MERGE EXPERIENCES

"Hospitality/tourism educators have the ability to merge the experiences of the industry with the theory and principals of education".

EDUCATORS		EMPLOYERS
Generally Agree	94.0%	84.2%
Generally Disagree	6.0%	15.8%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.882	2.685
Standard Deviation	1.153	1.512
Standard Error	.140	.160

FOOTNOTE: There is a gap of nearly 10% on the general agreement and a gap of 22.4% in the variability of 'Strong Agreement'. 47.1% of the educators indicated 'Strong Agreement' compared to only 24.7% of the employers.

TABLE 1.18 CHANGE CURRICULUM

"There is a great demand on the part of the educators to anticipate and explore the future of the hospitality/tourism management and respond through effective changes in curriculum development and delivery".

EDUCATORS		EMPLOYERS
Generally Agree	87.7%	91.8%
Generally Disagree	12.3%	8.2%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	2.25	2.53
Standard Deviation	1.578	1.374
Standard Error	.191	.146

FOOTNOTES: Close match

TABLE 1.19 EDUCATORS EXTERNSHIP

"Educators should undergo "externship" in the hospitality/tourism industry to study first hand the evolution of the industry management and practices".

EDUCATORS		EMPLOYERS
Generally Agree	95.5%	97.6%
Generally Disagree	4.5%	2.4%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.75	1.809
Standard Deviation	1.177	1.186
Standard Error	.143	.126

FOOTNOTE: Close match

TABLE 1.20 EXECUTIVES' INVOLVEMENT

"Industry executive's involvement should extend beyond advising the academia. They should have a greater involvement in the process by teaching on a part time basis.

EDUCATORS		EMPLOYERS
Generally Agree	66.7%	87.8%
Generally Disagree	33.3%	12.2%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	3.44	2.865
Standard Deviation	1.774	1.358
Standard Error	.215	.144

FOOTNOTE: There is a gap of 21.1% between the educators and the employers on the general agreement. The two groups have given very low 'Strong Agreement' 11.8% of the educators and 15.7% of the employers.

TABLE 1.21 SCHOOL & ON-SITE

"The delivery of the courses should take place both in school and on-site and the length of time spent in school and on-site should be appropriately divided".

EDUCATORS		EMPLOYERS
Generally Agree	80.3%	90.0%
Generally Disagree	19.7%	10.0%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	2.809	2.427
Standard Deviation	1.798	1.269
Standard Error	.218	.135

FOOTNOTE: There is a 9.7% gap on the general agreement. The two groups have given low 'Strong Agreement' of 29.4% and 27.0% respectively.

TABLE 1.22 PRACTICAL SKILLS

"All practical skills courses (Vocational Skills) should be offered on-site by the industry professionals with adequate participation from the educators".

EDUCATORS		EMPLOYERS
Generally Agree	58.9%	82.5%
Generally Disagree	42.1%	17.5%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	4.41	2.978
Standard Deviation	1.839	1.373
Standard Error	.223	.146

FOOTNOTES: There is a gap of 23.6% on the general agreement between the two groups. The educators have indicated a very low 'Strong Agreement' of only 4.4% and similarly the employers have indicated a very low 'Strong Agreement' of only 10.1%.

TABLE 1.23 THEORETICAL COURSES

"All theoretical courses (general education and generic skills) should be offered in schools with adequate participation of the industry professionals.

EDUCATORS		EMPLOYERS	
Generally Agree	82.3%	90.5%	
Generally Disagree	17.7%	9.5%	
	100.0%	100.0%	
	(68)	(89)	
	(0)	(0)	
Mean	2.882	2.472	
Standard Deviation	1.57	1.306	
Standard Error	.190	.138	

FOOTNOTE: Although 82.3% of the educators generally agree, only 19.1% indicated 'Strong Agreement', whereas 90.5% of the employers generally agree of which only 23.6% indicated 'Strong Agreement'.

TABLE 1.24 CREDIT DIPLOMA

"Successful completion of any jointly sponsored training programs should enable employees to earn credits towards college diplomas and certificates".

EDUCATORS		EMPLOYERS
Generally Agree	91.1%	96.5%
Generally Disagree	8.9%	3.5%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	1.926	1.944
Standard Deviation	1.396	1.015
Standard Error	.169	.108

FOOTNOTE: Although the percentage of general agreement is very high, there is a gap of 16% between the educators and the employers on the variability of 'Strong Agreement'. 52.9% indicated 'Strong Agreement' compared to only 36% of the employers.

TABLE 1.25 SHORTEN THE LENGTH

"Colleges should grant credits for professional and career experiences of the employees which could shorten the length of time required to earn a certificate or diploma".

EDUCATORS		EMPLOYERS	
Generally Agree	89.7%		88.2%
Generally Disagree	10.3%		11.8%
	100.0%		100.0%
	(68)		(89)
	(0)		(0)
Mean	2.00		2.55
Standard Deviation	1.425		1.638
Standard Error	.173		.174

FOOTNOTE: Close match

TABLE 1.26 SHARE RESOURCES

"The industry and the educators should assume the responsibilities to share their resources to make the partnership cost efficient".

EDUCATORS		EMPLOYERS
Generally Agree	93.6%	85.9%
Generally Disagree	6.4%	14.1%
	100.0%	100.0%
	(68)	(89)
	(0)	(0)
Mean	2.029	2.876
Standard Deviation	1.315	1.529
Standard Error	.160	.162

FOOTNOTE: Although the percentage of the general agreement is very high, there is a gap of 21.6% between the educators and the employers on the variability of 'Strong Agreement'. 44.1% of the educators indicated 'Strong Agreement' compared to only 22.5% of the employers.

FIGURE 3

Variables 13 to 25 - Feasibility of Partnership Formation

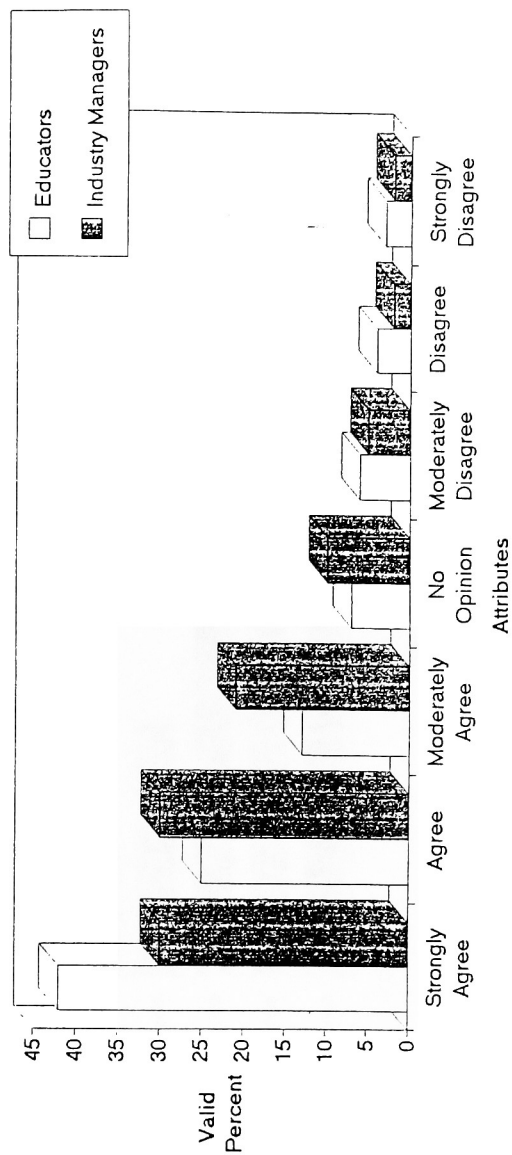
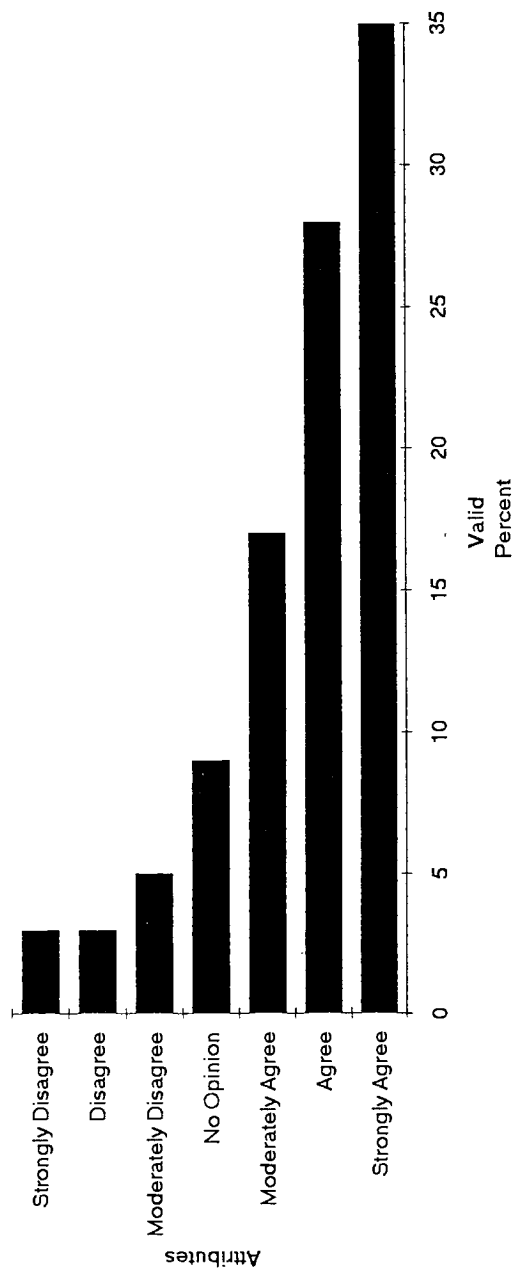


FIGURE 4

Variables 13 to 25 - Feasibility of Partnership Formation
(Educators & Industry Managers Combined)



Is partnership formation feasible?

EDUCATORS:

The average percentages for all the thirteen questions indicated 93.5% 'general agreement', 42.2% indicated 'Strong Agreement'. Only four items received low 'Strong Agreement' as follows:

Item # 19 - Executive's involvement	- 11.8%
Item # 20 - School and on-site	- 29.4%
Item # 21 - Practical skills	- 4.4%
Item # 22 - Theoretical courses	- 19.1%

EMPLOYERS:

The average percentage for all the thirteen questions indicated 97.2% general agreement and 29.6% indicated strong agreement. Nine items received low 'Strong Agreement' as follows:

Item # 13 - Learning needs	- 22.5%
Item # 14 - Active partnership	- 24.7%
Item # 16 - Merge experiences	- 24.7%
Item # 17 - Change curriculum	- 28.1%
Item # 19 - Executive's involvement	- 15.7%
Item # 20 - School on-site	- 27.0%
Item # 21 - Practical skills	- 10.1%
Item # 22 - Theoretical courses	- 23.6%
Item # 25 - Share resources	- 22.5%

TABLE 1.27 OVERALL (items 13 - 25)

EDUCATORS		EMPLOYERS
Generally Agree	93.5%	97.2%
Strongly Agree	42.2%	29.6%

VARIANCE ANALYSIS (ANOVA)

LEVELS OF SIGNIFICANCE

$P \leq .0001$

TABLE 1.28

QUESTION #	ITEM	F	SIGNIFICANCE LEVEL
# 21	Practical Skills	31.3195	.0000
# 14	Active partnership	23.6061	.0000
# 5	Avail programs	19.6651	.0000

$P \leq .0005$

TABLE 1.29

QUESTION #	ITEM	F	SIGNIFICANCE LEVEL
# 7	Professional- ism Ind.	14.0076	.0003
# 13	Learning needs	13.8302	.0003
# 16	Merg experience	13.2750	.0004
# 25	Share resources	13.3290	.0004

$P \leq .01$ to $P \leq .05$

TABLE 1.30

QUESTION #	ITEM	F	SIGNIFICANCE LEVEL
# 6	Personal enrichment	9.2135	.0028
# 2	Opportunities development	7.5169	.0068
# 12	Success Measurable	6.0823	.0171
# 4	Job Performance	6.3742	.0195
# 8	Turnover/ Attrition	7.7693	.0130
# 11	Continual training	5.3981	.0215
# 19	Executive involvement	5.3126	.0225
# 24	Shorten length	4.8683	.0288

$P \leq .09$

TABLE 1.31

QUESTION #	ITEM	F	SIGNIFICANCE LEVEL
# 22	Theoretical course	3.1930	.0759

$P \leq .9$

TABLE 1.32

QUESTION #	ITEM	F	SIGNIFICANCE LEVEL
# 20	School & on-site	2.4316	.1209
# 18	Educators externship	.0960	.7571
# 17	Change curriculum	1.5026	.2221
# 15	College flexibility	.6743	.4128
# 10	Goals and objectives	.0394	.8428
# 9	Managers Trainers	1.0124	.3159
# 3	Motivated to learn	.2562	.6134
# 1	Workers quality	.3368	.5625
# 23	Credit diploma	.0081	.9283

The value of F required for significance (required in order to reject the null hypothesis) when $\alpha = .05$ is 3.88. See Distribution F Table.

The value of F of items in tables VAI, VAII and VAIII are all greater than 3.88 therefore we reject the null hypothesis.

The value of F of items in tables VAIV and VAV are all smaller than 3.88 therefore we cannot reject the null hypothesis.

CORRELATIONAL ANALYSIS

Correlational analysis was carried out between the independent variables and the dependent variables. The independent variables are (please see chapter three on methodology)

Question # 4 - Job performance and

Question # 8 - Turnover and attrition

The dependent variables are

Question # 14 - Active partnership

Question # 20 - School and on-site

Question # 21 - Practical skills

Question # 22 - Theoretical courses

Question # 23 - Credit diploma

Question # 24 - Shorten length

Question # 25 - Share resources

TABLE 1.33

CORRELATION COEFFICIENTS

INDEPENDENT VARIABLE	DEPENDENT VARIABLES	CORRELATION COEFFICIENTS
Question # 4	Q # 14 ----->	.0545
	Q # 20 ----->	.2064
	Q # 21 ----->	.1736
	Q # 22 ----->	.0391
	Q # 23 ----->	.1391
	Q # 24 ----->	.1772
	Q # 25 ----->	.1796

TABLE 1.34

CORRELATION COEFFICIENTS

INDEPENDENT VARIABLE	DEPENDENT VARIABLES	CORRELATION COEFFICIENTS
Question # 8	Q # 14 ----->	.2975
	Q # 20 ----->	.1237
	Q # 21 ----->	.1723
	Q # 22 ----->	.0033
	Q # 23 ----->	.1362
	Q # 24 ----->	.3041
	Q # 25 ----->	.1251

There is no correlation or near zero correlation between

4 and 14 -----> .0545

4 and 22 -----> .0391

8 and 22 -----> .0033

There is low positive correlation with the rest of the items. Statistical significance of this data can be determined by referring to the table A2 - which gives the values of the correlation coefficient for different levels of significance. For a sample size of 100 and $\alpha = .05$ the coefficient required is .1946. The sample size of this study is actually 157 and since the table provided values for sample sizes up to 100 only, the test for significance has to be inconclusive.

PATH ANALYSIS

A path analysis was carried out between the independent, intervening and the dependent variables to determine if there was causation due to correlation by introducing an intervening variable. Covariances were determined first between the independent variables and the intervening variables. Then covariances were determined between the intervening variables and the dependent variables. In most of the cases, covariances compared, nearly matched each other and in three cases partially matched. This suggested that there was a tendency for the intervening variables to cause effect on dependent variables. (see Tables 1.35 and 1.36)

TABLE 1.35

PATH ANALYSIS

COVARIANCE ANALYSIS (ANCOVA)

		DEPENDENT VARIABLES
INTERVENING VARIABLES		
	VAR 2	VAR14-VAR2 = .3050 VAR20-VAR2 = .4747 VAR21-VAR2 = .4795 VAR22-VAR2 = .1558 VAR23-VAR2 = .4380 VAR24-VAR2 = .3075 VAR25-VAR2 = .2093
INDEPENDENT VARIABLES		
	VAR 8	VAR8-VAR2 = .4154
	VAR 5	VAR14-VAR5 = .4287 VAR20-VAR5 = .1832 VAR21-VAR5 = .2352 VAR22-VAR5 = .1152 VAR23-VAR5 = .4038 VAR24-VAR5 = .3170 VAR25-VAR5 = .0864
VAR 8	Var 8-Var5 - .3475	
	VAR 15	VAR14-VAR15 = 1.2364 VAR20-VAR15 = .5401 VAR21-VAR15 = .5435 VAR22-VAR15 = .3246 VAR23-VAR15 = .7590 VAR24-VAR15 = .4777 VAR25-VAR15 = .7020
	VAR 8-VAR15 = .4838	

TABLE 1.36

PATH ANALYSIS

COVARIANCE ANALYSIS (ANCOVA)

		DEPENDENT VARIABLES
INTERVENING VARIABLES		
	VAR 2	VAR14-VAR2 = .3050 VAR20-VAR2 = .4747 VAR21-VAR2 = .4795 VAR22-VAR2 = .1558 VAR23-VAR2 = .4380 VAR24-VAR2 = .3075 VAR25-VAR2 = .2093
	VAR 4	VAR4-VAR2 = .44857
INDEPENDENT VARIABLES		
	VAR 5	VAR14-VAR5 = .4287 VAR20-VAR5 = .1832 VAR21-VAR5 = .2352 VAR22-VAR5 = .1151 VAR23-VAR5 = .4038 VAR24-VAR5 = .3170 VAR25-VAR5 = .0864
	VAR 4	VAR 4-VAR5 = .4753
	VAR 15	VAR 4-VAR15 = .2520 VAR14-VAR15 = 1.2364 VAR20-VAR15 = .5401 VAR21-VAR15 = .5435 VAR22-VAR15 = .3246 VAR23-VAR15 = .7590 VAR24-VAR15 = .4777 VAR25-VAR15 = .7020

UNIVARIATE ANALYSIS

DESCRIPTION OF THE SAMPLES

EDUCATORS:

Out of a total respondents of sixty-eight, the breakdown per position is as follows:

Deans	4
Department chairs	9
Program Coordinators	11
Faculty	<u>44</u>
Total	68

Size of the Full-time Student Population:

4.4% of the colleges surveyed had less than 50
14.7% of the colleges surveyed had less than 50 - 100
17.6% of the colleges surveyed had less than 100 - 200
13.2% of the colleges surveyed had less than 200 - 300
11.8% of the colleges surveyed had less than 300 - 400
4.4% of the colleges surveyed had less than 400 - 500
33.8% of the colleges surveyed had less than 500+

100.0%

Size of the Part-time Student Population

11.8% of the colleges surveyed had less than 50
39.7% of the colleges surveyed had less than 50 - 100
13.2% of the colleges surveyed had less than 100 - 200
1.5% of the colleges surveyed had less than 200 - 300
1.5% of the colleges surveyed had less than 300 - 400
1.5% of the colleges surveyed had less than 400 - 500
30.9% of the colleges surveyed had less than 500+

100.0%

Colleges having formalized linkages with the employers

86.8 YES

13.2 NO

100.0%

Forms of formalized linkages

Co-op program arrangement	8.8%
Field placement	4.4%
Apprenticeship	39.7%
Government training/job creation program	4.4%
Formal partnership with employers to provide training and education	8.8%
Combination of programs	33.8%
	<hr/>
	100.0%

EMPLOYERS:

In total, eighty-nine responses were received. The breakdown of positions is as follows:

Vice-Presidents	13
General Managers	22
Department Managers	25
Human Resource Managers	29
	<hr/>
TOTAL	89

Size of the labour force

7.9% of the employers surveyed had less than 50
12.4% of the employers surveyed had less than 50 - 100
24.7% of the employers surveyed had less than 100 - 200
18.0% of the employers surveyed had less than 200 - 300
13.5% of the employers surveyed had less than 300 - 400
5.6% of the employers surveyed had less than 400 - 500
18.0% of the employers surveyed had less than 500+

100.0%

CATEGORIES OF THE ORGANIZATIONS

31.5% Independent Operations
36.0% Chain with H/O in Canada
19.1% Chain with H/O in the U.S.A.
5.6% Chain with H/O in Europe
7.9% Others

100.0%

TYPES OF TRAINING PROGRAM

25.5%	Management development
5.3%	Supervisory training
59.3%	Training for all employees
9.8%	Training for new employees only

100.0%

ADMINISTRATION of the training programs

A. Management Development

36%	by the training department
30%	by the department heads
18%	by an external consultant
4%	by an educational institution
6%	by the human resource department
2%	by the general managers
1.5%	by the franchisor
1.5%	by the Corporate Office

100.0%

B. Supervisory Training

37% by the training department
29% by the department heads
15% by an external consultant
2% by an educational institution
13% by the human resource department
2% by the franchisor
2% by the Corporate Office

100.0%

C. All Employers

37% by the training department
34% by the department heads
14% by an external consultant
3% by an educational institution
10% by the human resource department
1% by the franchisor
1% by the Corporate Office

100.0%

D. For New Employees

35% by the training department

30% by the department heads

15% by an external consultant

2% by an educational institution

11% by the human resource department

2% by the franchisor

3% by the Corporate Office

100.0%

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

This study's focus is on the feasibility of a community college - industry partnership. It does not study the advantages and disadvantages and other matters such as the effectiveness or the practicality of such partnerships.

This study was expected to show the need for a partnership arrangement that will be efficient and effective for developing the full potential of the workforce to pursue the organization's quality and performance objectives.

Another expectation was that it will demonstrate to Canadian Community College faculties as well as the Human Resource Managers in the industry the compelling need of collaborative and co-operative thinking and strategy formulation for future management/employee training programs.

Both the educators and the industry managers are in favour of collaborative ventures to provide training and education. There is enough evidence to show that both the groups highly value the importance of education and training and the principles of collaborative and collective thinking and strategies.

The study shows that there is favourable general agreement on the abilities of educators and industry managers to create the environment for partnership formation.

On comparison, the educators are more favourably inclined than the industry

managers.

Almost all of the industry survey respondents have some form of training programs in place which ranges from management training to training of new employees. These programs are currently being developed and delivered mostly by either the training departments or the departmental managers. Together they account for 60% - 65% of all the training programs. 15% to 18% of the industry training is through external consultants. Only 2% to 5% of these programs are through an educational institute.

All the colleges have some form of linkage with the employers in the industry. These include co-op program arrangement, field placement, apprenticeship, government training or job creation program, formal partnership with employers and a combination of programs. Of all the different programs only 8.8% of the colleges have formal partnership arrangements with the employers.

It is clearly evident that the two groups have enormous opportunities to engage in partnership to provide training and education.

This study also shows that 30% to 35% of the training programs are being developed and delivered by the departmental managers. This may be further impacted due to the demographic changes that are taking place in the labour

force. The burden of training may be alleviated if firms seek active partnership with educators, who evidently are interested and strongly believe in the positive outcomes of collaborative ventures.

Although there is overall general agreement on the importance of education and

training and the ability of the educators and the industry managers to create the environment for partnership formation, this study identifies certain gaps in the perception of the two groups on some important dimensions of the linkages. However, these gaps are not in the nature of opposing views (agreement vs. disagreements); rather, they are differences in the extent of the variabilities of agreement only. These may be reflections of the concerns on both the sides on certain key elements of collaborative ventures that deal with the questions of practicality of such arrangements.

RECOMMENDATIONS:

It is recommended that both the groups seek active partnership to make available training and education programs for all the employees. It is suggested that pilot projects be undertaken to test the practicality of partnerships and to serve as a base to study the advantages and disadvantages of collaborative ventures.

This study's scope is limited because of the selection of participants from the Province of Ontario. It does not claim that its findings reflect the hospitality industry - educator population of Canada.

APPENDIX A: LETTER OF ADVANCE NOTICE



CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY
P.O. Box 631, Station A, Scarborough, Ontario M1K 5E9 Telephone 694-3241

January 17, 1994

Dear :

A research study is being undertaken to study the feasibility of a community college and a hospitality/tourism industry employer forming a one-on-one long term partnership to provide education and training to all employees on a continuous basis.

The study is expected to provide directions on how the skills of the workforce could be continuously improved through effective and efficient collaborative ventures between the two.

In the next ten days, you will be receiving a survey questionnaire to gather data for this study. It will require 20 - 30 minutes of your valuable time. In return, it will provide invaluable input required for this research. I urge you to kindly participate and return the completed questionnaire at the earliest date. Your contribution will be appreciated very much.

Thank you.

Yours Sincerely,

Professor Shyam Ranganathan, C.H.A.
Hospitality and Tourism Administration

SR:bs

APPENDIX B: COVERING LETTER



CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY
P.O. Box 631, Station A, Scarborough, Ontario M1K 5E9 Telephone 694-3241

25 January 1994

Dear Christine Shreves:

Pursuant to my letter dated January 17th, 1994, please find enclosed herein the survey questionnaire and a self-addressed envelope for your kind and invaluable input.

This survey's objective is to study the feasibility of a community college and hospitality/tourism industry employer forming a one-on-one long term partnership to provide education and training to all employees.

This study will analyze what advantages and disadvantages are of such collaborative ventures. Such analysis will evaluate the various dimensions of college-industry linkages, so that guidance can be given both to planners in the colleges and the hospitality/tourism industry.

By completing the questionnaire, you will furnish the information necessary to determine the scope for active partnership between the colleges and the employers.

All questionnaires returned will be coded to ensure anonymity and confidentiality. The data gathered will be used for this study only.

Thank you for taking the time in assisting with this important study, and you will be informed of the results of this survey as soon as they have been tabulated.

Thank you.

Yours sincerely,

Professor Shyam Ranganathan, C.H.A.
Hospitality and Tourism Administration

SR:bs

Encl.

APPENDIX C: FOLLOW-UP LETTER



CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY
P.O.Box 631, Station A, Scarborough, Ontario M1K 5E9 Telephone 694-3241

21 February 1994

Dear :

Recently, we sent you a survey questionnaire to study the feasibility of a partnership between a community college and industry employer in providing education and training.

If you have already mailed in your reply, please accept our gratitude and deep appreciation of your interest in this study. If you have yet to complete the questionnaire, kindly take a few moments of your valuable time and send us your response. Your response is extremely important for this study.

Thank you.

Sincerely,

Professor Shyam Ranganathan, CHA
Hospitality and Tourism Administration

APPENDIX D: QUESTIONNAIRE 2nd DRAFT

COMMUNITY COLLEGE AND HOSPITALITY/TOURISM INDUSTRY PARTNERSHIP FORMATION QUESTIONNAIRE

Section A

The purpose of this section (items 1-12) of the study is to determine the degree to which there is agreement between the educators and the employers, on the importance of education and training of the employees. Please rate them on a scale of 1 to 7. (1) indicating strong agreement and (7) indicating strong disagreement. Circle the appropriate number.

1. A company's success in meeting its quality and performance objectives depends increasingly on workforce quality and involvement:

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

2. Opportunities should be provided by the employer to all employees to develop the knowledge and skills needed to meet the company quality and performance objectives.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

3. Employees basically want to do good work and therefore are motivated to learn.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

4. Employers should seek ways to make available learning programs internally and externally.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

5. Training and education (learning programs) provides needed skills and enhances job performance.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

6. If companies provide individuals widest possibilities of learning opportunities they are empowering the individuals to be in greater command of their own personal enrichment.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

7. The hospitality/tourism industry is becoming increasingly complex. There is a need to enhance the overall professionalism of the industry.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

8. Training and education boosts employees' self esteem, fosters their sense of professionalism, increases job satisfaction and thereby helps in reducing turnovers and attrition.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

9. The rapidly changing environment of the hospitality/tourism business is forcing many managers to dedicate a great deal of their effort working as trainers, whether they are prepared for that role or not.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

10. Good training and education of the employees does not cost the employer, it pays, but only if it is linked to the organization's mission, business plans, goals and objectives.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

11. Training and education of the employees must be planned, systematic, comprehensive and continual.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

12. The success of the training and education programs must be measurable.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

The purpose of this section of the study is to explore the feasibility of partnership formation between a community college and a hospitality/tourism employer. Please rate them also on a scale of 1 to 7.

13. All the learning needs of an individual and the needs of an employer, cannot be met fully by, either the community college or the employer acting alone.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

14. Community college and the hospitality/tourism employers should seek to enter into active partnership to develop jointly all training and education programs.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

15. Hospitality/tourism programs should be given enough leverage and flexibility by the college administration, to adjust its academic discipline to the needs of the industry.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

16. Hospitality/tourism educators have the ability to merge the experiences of the industry with the theory and principals of education.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

17. There is a great demand on the part of the educators to anticipate and explore the future of the hospitality/tourism management, and respond through effective changes in curriculum development and delivery.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

18. Educators should undergo externship in the hospitality/tourism industry, to study first-hand the evolution of the industry management and practices.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

19. Industry executive's involvement should extend beyond advising the academia. They should have a greater involvement in the process by teaching on a part-time basis.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

20. The delivery of the courses should take place both in school and on-site and the length of time spent in school and on-site should be appropriately divided.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

21. All practical skills courses (vocational skills) should be offered on-site by the industry professionals with adequate participation from the educators.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

22. All theoretical courses (general education and generic skills) should be offered in schools with adequate participation of the industry professionals.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

23. Successful completion of any jointly sponsored training programs should enable employees to earn credits towards college diplomas and certificates.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

24. Colleges should grant credits for professional and career experiences of the employees which could shorten the length of time required to earn a certificate or diploma.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

25. The industry and the educators should assume the responsibilities to share their resources to make the partnership cost efficient.

Strongly
Agree

Strongly
Disagree

1		2		3		4		5		6		7	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

To help summarize the responses and interpret the results, would you please answer the following questions.

26. What is your current position in the organization?

- ☐ Dean
☐ Department Chairperson/Head
☐ Program Co-ordinator
☐ Faculty

27. How many full time students are there in the hospitality/tourism program?

- ☐ Less than 50
- ☐ 50 to 100
- ☐ 100 to 200
- ☐ 200 to 300
- ☐ 300 to 400
- ☐ 400 to 500
- ☐ more than 500

28. How many part time/continuing education students are there in the hospitality/tourism program?

- ☐ Less than 50
- ☐ 50 to 100
- ☐ 100 to 200
- ☐ 200 to 300
- ☐ 300 to 400
- ☐ 400 to 500
- ☐ more than 500

29. Does your college have a formalized linkage with the employers?

- ☐ Yes
- ☐ No

30. If you do have a formalized linkage, is it a/an:

- ☐ Co-op program arrangement
 - ☐ Field placement arrangement
 - ☐ Apprenticeship program
 - ☐ Government training/job creation program
 - ☐ Formal partnership to provide education and training
 - ☐ Others. Specify: _____
- Comments and Suggestions:

Comments and Suggestions:

Please feel free to offer your comments and suggestions on the question of feasibility of collaborative ventures between colleges and hospitality/tourism employers in training and education:

Thank you for taking the time to respond to this questionnaire. Please return this in the self-addressed envelope provided. We will telephone those that do not respond by January 25, 1994 to ensure that there are no problems.

APPENDIX E: QUESTIONNAIRE FINAL DRAFT EDUCATORS

**COMMUNITY COLLEGE
and
HOSPITALITY/TOURISM INDUSTRY
PARTNERSHIP FORMATION QUESTIONNAIRE**

Section A

The purpose of this section (items 1-12) of the study is to determine the degree to which there is agreement between the educators and the employers, on the importance of education and training of the employees. Please rate them on a scale of 1 to 7, 1 indicating strong agreement and 7 indicating strong disagreement. Please circle the appropriate number.

1. A company's success in meeting its quality and performance objectives depends increasingly on workforce quality and involvement:

Strongly Agree			No Opinion			Strongly Disagree
1	2	3	4	5	6	7

2. Opportunities should be provided by the employer to all employees to develop the knowledge and skills needed to meet the company quality and performance objectives.

Strongly Agree			No Opinion			Strongly Disagree
1	2	3	4	5	6	7

3. Employees basically want to do good work and therefore are motivated to learn.

Strongly Agree			No Opinion			Strongly Disagree
1	2	3	4	5	6	7

4. Training and education (learning programs) provides needed skills and enhances job performance.

Strongly Agree			No Opinion			Strongly Disagree
1	2	3	4	5	6	7

5. Employers should seek ways to make available learning programs, both within the workplace and outside.

Strongly Agree			No Opinion			Strongly Disagree
1	2	3	4	5	6	7

6. If companies provide employees with the widest possibilities of learning opportunities they are empowering individuals to be in greater command of their own personal enrichment.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

7. The hospitality/tourism industry is becoming increasingly complex. There is a need to enhance the overall professionalism of the industry.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

8. Training and education boosts employees' self-esteem, fosters their sense of professionalism, increases job satisfaction and thereby helps in reducing turnovers and attrition.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

9. The rapidly changing environment of the hospitality/tourism business is forcing many managers to dedicate a great deal of their effort working as trainers, whether they are prepared for that role or not.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

10. Good training and education of the employees is a wise investment, but only if it is linked to the organization's mission, business plans, goals and objectives.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

11. Training and education of the employees must be planned, systematic, comprehensive and continual.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

12. The success of the training and education programs must be measurable.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

Section B

The purpose of this section of the study is to explore the feasibility of partnership formation between a community college and a hospitality/tourism employer. Please rate them also on a scale of 1 to 7. Please circle the appropriate number.

13. All the learning needs of an individual, and the needs of an employer, cannot be met fully by either the community college or the employer acting alone.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

14. The Community college and hospitality/tourism employers should seek to enter into active partnership to develop jointly all training and education programs.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

15. Hospitality/tourism programs should be given enough leverage and flexibility by the college administration to adjust its academic discipline to the needs of the industry.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

16. Hospitality/tourism educators have the ability to merge the experiences of the Industry with the theory and principals of education.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

17. There is a great demand on the part of the educators to anticipate and explore the future of the hospitality/tourism management, and respond through effective changes in curriculum development and delivery.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

18. Educators should undergo "externship" in the hospitality/tourism industry, to study firsthand the evolution of the industry management and practices.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

19. Industry executives' involvement should extend beyond advising the academia. They should have a greater involvement in the process by teaching on a part-time basis.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

20. The delivery of the courses should take place both in school and on-site and the length of time spent in school and on-site should be appropriately divided.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

21. All practical skills courses (vocational skills) should be offered on-site by the industry professional with adequate participation from the educators.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

22. All theoretical courses (general education and generic skills) should be offered in schools with adequate participation of the industry professionals.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

23. Successful completion of any jointly sponsored training programs should enable employees to earn credits towards college diplomas and certificates.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

24. Colleges should grant credits for professional and career experiences of the employees which could shorten the length of time required to earn a certificate or diploma.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

25. The industry and the educators should assume the responsibilities to share their resources to make the partnership cost efficient.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

Section C

To help summarize the responses and interpret the results, please answer the following questions.

26. What is your current position in the organization?

- ☐ Dean
- ☐ Department Chairperson/Head
- ☐ Program Co-ordinator
- ☐ Faculty

27. How many full-time students are there in the hospitality/tourism program?

- ☐ Less than 50
- ☐ 50 to 100
- ☐ 100 to 200
- ☐ 200 to 300
- ☐ 300 to 400
- ☐ 400 to 500
- ☐ more than 500

28. How many part-time/continuing education students are there in the hospitality/tourism program?

- ☐ Less than 50
- ☐ 50 to 100
- ☐ 100 to 200
- ☐ 200 to 300
- ☐ 300 to 400
- ☐ 400 to 500
- ☐ more than 500

29. Does your college have a formalized linkage with the employers?

- ☐ Yes
- ☐ No

30. If you do have a formalized linkage, is it a/an:

- ☐ Co-op program arrangement
- ☐ Field placement arrangement
- ☐ Apprenticeship program
- ☐ Government training/job creation program
- ☐ Formal partnership to provide education and training
- ☐ Others. (please specify) _____

Comments and Suggestions:

Please feel free to offer your comments and suggestions on the question of feasibility of collaborative ventures between colleges and hospitality/tourism employers in training and education:

Thank you for taking the time to respond to this questionnaire. Please return this in the self-addressed envelope provided. We will telephone those that do not respond by February 15, 1994 to ensure that there are no problems.

NUMBER

APPENDIX F: QUESTIONNAIRE FINAL DRAFT INDUSTRY

COMMUNITY COLLEGE and HOSPITALITY/TOURISM INDUSTRY PARTNERSHIP FORMATION QUESTIONNAIRE

Section A

The purpose of this section (items 1-12) of the study is to determine the degree to which there is agreement between the educators and the employers, on the importance of education and training of the employees. Please rate them on a scale of 1 to 7, 1 indicating strong agreement and 7 indicating strong disagreement. Please circle the appropriate number.

1. A company's success in meeting its quality and performance objectives depends increasingly on workforce quality and involvement:

Strongly Agree				No Opinion				Strongly Disagree
1	2	3		4	5	6		7

2. Opportunities should be provided by the employer to all employees to develop the knowledge and skills needed to meet the company quality and performance objectives.

Strongly Agree				No Opinion				Strongly Disagree
1	2	3		4	5	6		7

3. Employees basically want to do good work and therefore are motivated to learn.

Strongly Agree				No Opinion				Strongly Disagree
1	2	3		4	5	6		7

4. Training and education (learning programs) provides needed skills and enhances job performance.

Strongly Agree				No Opinion				Strongly Disagree
1	2	3		4	5	6		7

5. Employers should seek ways to make available learning programs, both within the workplace and outside.

Strongly Agree				No Opinion				Strongly Disagree
1	2	3		4	5	6		7

6. If companies provide employees with the widest possibilities of learning opportunities they are empowering individuals to be in greater command of their own personal enrichment.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

7. The hospitality/tourism industry is becoming increasingly complex. There is a need to enhance the overall professionalism of the industry.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

8. Training and education boosts employees' self-esteem, fosters their sense of professionalism, increases job satisfaction and thereby helps in reducing turnovers and attrition.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

9. The rapidly changing environment of the hospitality/tourism business is forcing many managers to dedicate a great deal of their effort working as trainers, whether they are prepared for that role or not.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

10. Good training and education of the employees is a wise investment, but only if it is linked to the organization's mission, business plans, goals and objectives.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

11. Training and education of the employees must be planned, systematic, comprehensive and continual.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

12. The success of the training and education programs must be measurable.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

Section B

The purpose of this section of the study is to explore the feasibility of partnership formation between a community college and a hospitality/tourism employer. Please rate them also on a scale of 1 to 7. Please circle the appropriate number.

13. All the learning needs of an individual, and the needs of an employer, cannot be met fully by either the community college or the employer acting alone.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

14. The Community college and hospitality/tourism employers should seek to enter into active partnership to develop jointly all training and education programs.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

15. Hospitality/tourism programs should be given enough leverage and flexibility by the college administration to adjust its academic discipline to the needs of the industry.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

16. Hospitality/tourism educators have the ability to merge the experiences of the industry with the theory and principals of education.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

17. There is a great demand on the part of the educators to anticipate and explore the future of the hospitality/tourism management, and respond through effective changes in curriculum development and delivery.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

18. Educators should undergo "externship" in the hospitality/tourism industry, to study firsthand the evolution of the industry management and practices.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

19. Industry executives' involvement should extend beyond advising the academia. They should have a greater involvement in the process by teaching on a part-time basis.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

20. The delivery of the courses should take place both in school and on-site and the length of time spent in school and on-site should be appropriately divided.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

21. All practical skills courses (vocational skills) should be offered on-site by the industry professional with adequate participation from the educators.

Strongly Agree			No Opinion		Strongly Disagree	
1	2	3	4	5	6	7

22. All theoretical courses (general education and generic skills) should be offered in schools with adequate participation of the Industry professionals.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

23. Successful completion of any jointly sponsored training programs should enable employees to earn credits towards college diplomas and certificates.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

24. Colleges should grant credits for professional and career experiences of the employees which could shorten the length of time required to earn a certificate or diploma.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

25. The industry and the educators should assume the responsibilities to share their resources to make the partnership cost efficient.

Strongly Agree			No Opinion	Strongly Disagree		
1	2	3	4	5	6	7

Section C

To help summarize the responses and interpret the results, please answer the following questions.

26. What is your current position in the organization?

- ☐ Vice President Operations
- ☐ General Manager
- ☐ District or Head Office Manager
- ☐ Manager (Departmental Head)
- ☐ Other (please specify) _____

27. How many employees are there in your organization?

- ☐ Less than 50
- ☐ 50 to 100
- ☐ 100 to 200
- ☐ 200 to 300
- ☐ 300 to 400
- ☐ 400 to 500
- ☐ more than 500

28. How would you categorize your organization?

- ☐ An Independent operation
 - ☐ A chain with its head office in Canada
 - ☐ A chain with its head office in the U.S.A.
 - ☐ A chain with its head office in Europe
 - ☐ Other - (Please specify)
-

29. Does your organization have a formalized training and education program?

- ☐ Yes
- ☐ No

30. If you do have a program, is it for:

- ☐ Management development only
- ☐ Supervisory training only
- ☐ For all employees
- ☐ For new employees only

31. Is your program administered by:

- ☐ Your training department
 - ☐ Your department heads
 - ☐ External training consultants
 - ☐ Educational institutions
 - ☐ Other - (Please specify)
-

32. If you do not have a program, is it because

- ☐ It is too expensive
 - ☐ No corporate commitment
 - ☐ High rate of employee turnover, not worth the investment
 - ☐ Other - (Please specify)
-

Comments and Suggestions:

Please feel free to offer your comments and suggestions on the question of feasibility of collaborative ventures between colleges and hospitality/tourism employers in training and education:

Thank you for taking the time to respond to this questionnaire. Please return this in the self-addressed envelope provided. We will telephone those that do not respond by February 15, 1994 to ensure that there are no problems.

NUMBER

APPENDIX G: THE HERITAGE HOTEL: AUSTRALIA



Reference: EADGE006.194.gm

18 April 1994

Professor Shyam Ranganathan, CHA
Centennial College of Applied Arts
and Technology
PO Box 631
Station A
Scarborough
Ontario M1K 5E9
Canada

Dear Professor Ranganathan

With reference to your correspondence of 4 March 1994, please find attached some background information on our training agreement with the Beaufort Heritage Hotel.

Unfortunately we cannot be of assistance with the Sheraton Pacific/Griffith University agreement, but have forwarded your letter to Ms Sally Burton of the Brisbane Sheraton Hotel and Towers, who I am sure will be able to assist you.

I apologise for the lateness in responding to your request, but hope that the information provided is of assistance.

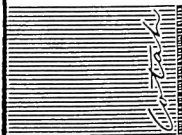
Yours sincerely

George Ellis
Acting Director

Encl.

COLLEGE OF TOUR
AND HOSPITALITY

Cnr Merivale and
Tribune Streets
South Brisbane Q 410
Locked Bag 3348
South Brisbane Q 410



THE HERITAGE - BRISBANE A BEAUFORT INTERNATIONAL HOTEL

Brisbane's newest five star grand de luxe hotel and Beaufort's second Australian property opened early 1990.

This 252 room property that incorporates a Heritage listed building emphasises truly personalised and exceptional guest service designed to impress even the most well-travelled or discerning guest.

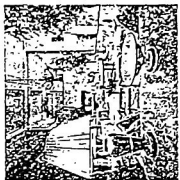
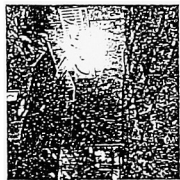
Achieving the Beaufort goal of Service Excellence is possible through the efforts of our carefully selected and well-trained staff who are unobtrusively assisted by some of the most advanced computer and communications systems in Australia.

THE COLLEGE OF TOURISM AND HOSPITALITY

The College of Tourism and Hospitality (COTAH), is Queensland's largest specialist TAFE College targeted exclusively at providing top quality training for the tourism and hospitality industry.

It has a distinguished record in terms of working closely with well known tourism and hospitality operators both at home and overseas.

In the past year COTAH received acclaim internationally from the Council for Hotel and Restaurant Education as being one of the top tourism trainers in the world for training programs involving industry.





BRISBANE
THE HERITAGE
BRISBANE

THE HERITAGE/COTAH TRAINING PARTNERSHIP

Established in February 1990, this unique and innovative training partnership extends training opportunities to both COTAH students, Teachers and The Heritage Management and staff.

Both organisations participate in a diverse range of training and education programs for professional and/or personal development.

Specifically the agreement provides:

- ACCESS TO THE HOTEL by COTAH for:
 - Formal theory and practical classes in classroom and operational areas
 - Student work experience
 - Placement and training of permanent TAFE teachers

ACCESS TO COTAH by THE HERITAGE for:

- Off-the-job training facilities for Heritage staff
- A sharing of training resources, library facilities and equipment
- Enrolment in nationally accredited TAFE programs
- Joint curriculum development

SIGNING THE AGREEMENT

The General Manager of The Heritage and the Director of COTAH acknowledged their commitment to the TRAINING PARTNERSHIP by jointly signing this unique co-operative training agreement.

To pledge support to the future of the agreement, The Heritage Hotel donated a set of 35 professional hospitality training videos to the COTAH library.



Attending the signing of the Training Partnership Agreement:
(seated) Mr Friedrich Heiss - General Manager - The Heritage Vice President
Brimford Hotel, Australia & Mr Heiss, COTAH Community Council
Dr Christine French - Director College of Tourism and Hospitality Executive
Board Member QUT
Mr John Gorman - Chairman COTAH College Community Council & Proprietor, The
Trade Hotel, Richmond
Mr Mike Hoop - Director Human Resources & Training Brimford Hotel, Australia

THE TRAINING PARTNERSHIP

OUR CONTRIBUTION TO THE HOSPITALITY & TOURISM
INDUSTRY IN QUEENSLAND
MESSAGE FROM GENERAL MANAGER - THE HERITAGE-BRISBANE
MR FRIEDRICH HEISS

The Heritage's strong commitment to Human Resource Development and its emphasis on the importance of staff training has resulted in the establishment of the TRAINING PARTNERSHIP between COTAH and The Heritage-Brisbane.

This partnership provides endless benefits to the hotel and its staff; and to the College, its lecturers and students. One of the greatest benefits is the opportunity hospitality students now have to gain hands-on training experience in a 5 star deluxe International hotel. This offers students a learning environment that can never be simulated. Training with real guests in an International Hotel environment can only enhance the quality of their learning.

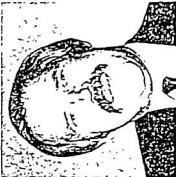
We are committed to offering our services and facilities to COTAH so that today's students will receive improved training opportunities and increased practical experiences.

MESSAGE FROM DIRECTOR - COTAH DR CHRISTINE FRENCH

The Heritage and COTAH together have piloted over the past year a TRAINING PARTNERSHIP that is unique and from this initiative only benefits can accrue. Some of these include: learning to look at business and education as critical components in building corporate strength and learning to look at training as an investment not an expense.

EVIDENCE OF TOURISM GROWTH

- Employment opportunities for 250 staff created at The Heritage.
- COTAH 1990/91 enrolments increased 14.4%
- 18.7% increase in short courses offered by COTAH
- 12.65 combined hours of training for The Heritage staff and COTAH students as a result of the TRAINING PARTNERSHIP





AN ASSOCIATE INSTITUTION
OF THE HERITAGE
UNIVERSITY

DEVELOPMENT OF PROFESSIONAL STANDARDS

OUR GOAL

To offer career opportunities for young Queenslanders through structured training and to enhance existing skills of Heritage hotel staff

ACCOMPLISHED BY

- Providing industry release opportunities for COTAH teachers
- Case Example 1*
- Mr Mike Heap - Associate Director COTAH, is currently on Industry secondment, as Director of Human Resources and Training, Beaufort Islands, Australia - with

Case Example 2

3 teachers have trained to use the Heritage computer facilities - one of the most advanced systems worldwide. They will now be able to train their students in the latest front office computer system.

- Offering work experience to COTAH students for a minimum 300 student hours per annum
- Developing professional skill of The Heritage staff by employing 100% of their personnel in either apprenticeship or trainee positions
- Training in a realistic environment at

The Heritage uses classroom facilities as well as in the operational areas of

- Housekeeping - Room Service - Kitchen
- Banquets

- Involving in The Heritage Managers in COTAH courses as
- Course speakers - Course Advisors - Curriculum Specialists

- Offering Heritage staff opportunities in study at COTAH by

- providing a course advisory service in-house working hours to meet study commitments
- conducting TAFE courses at The Heritage during working hours

- COTAH teachers and The Heritage Training Manager conducting TAFE courses together

- Conducting TAFE at a central Instructional Skills Courses. The graduates are able to effectively train both Heritage staff and COTAH students

MEETING SPECIFIC INDUSTRY NEEDS

During initial recruitment of Heritage Staff, it was evident that their desired

an acute shortage of staff for skills in the labour market. Together The Heritage and COTAH have developed and conducted training courses that can meet our diverse acute skill shortages

Examples

BUTLER TRAINING

An intensive program incorporating Food & Beverage service, Housekeeping, Front Office procedures and Guest Relations

HOUSEKEEPING PRACTICES

Training in: Guest Relations, Safety and Security, Hygiene, the use of chemicals and equipment

ROOM SERVICE TRAINING

Training in: Tray and trolley preparation, Telephone techniques, Order Taking, Menu-knaw, and Room Delivery.

OFF-THE-JOB TRAINING COURSES

In April, May and June 1990, The Heritage Employees undertook all the job training at COTAH. Over 20 courses were conducted by teachers from COTAH and qualified trainers from the Heritage.

COURSES	STUDENTS	NO. OF DURATION
HOUSEKEEPING	180	1
ROOM SERVICE	180	1
FRONT OFFICE	210	1
RESTAURANT/CAFETERIA	30	21
BAR/CLUB	120	16
HOUSEKEEPING	90	20
FRONT OFFICE	180	2
RESTAURANT/CAFETERIA	10	20
HOUSEKEEPING	25	20
FRONT OFFICE	21	30
HOUSEKEEPING	15	20
FRONT OFFICE	25	60
TOTAL	1171	261

ON-THE-JOB TRAINING

During 1991 the following courses have been conducted at The Heritage-Brinsford

COURSES	STUDENTS	NO. OF DURATION
RESTAURANT/CAFETERIA	24	40
HOUSEKEEPING	15	20
FRONT OFFICE	12	30
HOUSEKEEPING	12	96
FRONT OFFICE	16	12
HOUSEKEEPING	12	16
FRONT OFFICE	221	30
TOTAL	291	30



**TAFE OPERATIONAL GUIDELINES FOR ACCESSING
THE HERITAGE HOTEL**

INTRODUCTION

*These guidelines cover access to **The Heritage** by TAFE Colleges for the following purposes:*

- A. Formal classes - both practical and theory*
- B. Student work experience*
- C. Placement and training of permanent TAFE staff for:*
 - (a) industry release*
 - (b) part-time industry attachment*
- D. Industrial visits*

A. FORMAL CLASSES (THEORY)

*Formal classes may be taken by TAFE teachers, full or part-time, in **The Heritage** training room between the hours of 8 am - 10 pm, 7 days a week, 52 weeks a year subject to the following conditions -*

- 1. A minimum of 4 weeks notice in writing be given to Cotah's Associate Director (Studies), Fred Beven.*
- 2. The provision of the following information -*
 - * number of students*
 - * supervising teacher/s*
 - * nature and duration of class*
 - * male/female student ratio*
 - * arrival and departure dates and times*
- 3. The maximum number of students per class is 28.*
- 4. Equipment provided in the training room includes:*
 - * 1 slide projector*
 - * 2 Overhead Projectors*
 - * 1 Video cassette player*
 - * 1 video camera*
 - * 1 public address systems*
 - * 1 audio cassette deck*

- * 2 white boards
- * training library
- * chairs/tables for 56 people
- * 2 Nixdorf 8810/M45 PC's (with 80386 processors, 2MB RAM, 1 FDD 3.5")
- * 2 No. 45 printers (Nixdorf)
- * 1 remanco Vision P.O.S. Terminal
- * 1 remanco Vision Slip Printer

The Training Library is available for use by teachers authorised to conduct formal classes.

FORMAL CLASSES (PRACTICAL - IN OPERATIONAL AREAS OF THE HERITAGE)

1. *A minimum of 4 weeks notice in writing be given to Cotah's Associate Director (Studies), Fred Beven.*
2. *The provision of the following information -*
 - * *number of students*
 - * *supervising teacher/s*
 - * *nature and duration of class*
 - * *male/female student ratio*
 - * *arrival and departure dates and times*
3. *Maximum number of students 14 - however, the use of operational areas is subject to availability and the discretion of The Heritage management.*
4. *Teaching materials should be supplied by individual colleges using The Heritage. In certain circumstances however, it may be possible for The Heritage to provide materials at cost to a nominated college.*
5. *Any materials produced in classes remain the property of the college.*

B. STUDENT WORK EXPERIENCE

On-the-job training will be available to TAFE students for 300 student days a year subject to the conditions detailed in the Student Work Experience Act 1978-89. The following will apply:

1. *A minimum of 4 weeks notice in writing be given to Cotah's Associate Director (Studies), Fred Beven.*
2. *Students will be under the supervision and direction of The Heritage staff.*
3. *Student assignment will be at the discretion of The Heritage management.*
4. *Students will not receive payment for work experience.*

GENERAL CONDITIONS

1. *The Heritage is a 5 star international hotel and reserves the right to refuse entry or remove from the property students or staff not meeting acceptable dress, behaviour and work standards.*
2. *Access to the hotel is via the Staff Entrance off the corner of Edward and Alice Streets. Staff and students must be able to produce evidence of their identity and authorisation on request.*
3. *Meal vouchers can be purchased through the hotel Security office which is located at the Staff Entrance off Edward/Alice Street.*
4. *Changing facilities are available.*
5. *Parking is unavailable at The Heritage, the nearest car park is located at Waterfront Place or at Kings Car Park in Mary Street.*
6. *The Heritage will not accept responsibility for loss of any property belonging to the College, staff or students.*
7. *The government ban on smoking applies to all TAFE classes conducted at The Heritage.*
8. *The consumption of food and drink is only permitted in the staff restaurant.*

C. PLACEMENT AND TRAINING OF PERMANENT TAFE STAFF

The Heritage will make provision for the placement and training of permanent TAFE staff for the purposes of Industrial Experience. Placement will be at no cost to the State and shall be for a minimum of 3 persons a year for periods under the conditions listed below. Placements shall be negotiated between the Human Resources Director of The Heritage and individual TAFE College Directors under either of two arrangements:

(a) Full-time TAFE qualified teachers Industrial Release.

- * Shall be for a minimum of six months*
- * On a full-time basis*
- * Available to teachers approved by The Heritage provided that such approval shall not be unreasonably withheld;*
- * The Heritage will pay wages equivalent to the TAFE salary or higher as agreed by The Heritage and the relevant teacher;*
- * The TAFE teacher will work as an employee of The Heritage for the term of the arrangement*

(b) *Part-time Industry Attachment*

- * *TAFE shall continue to pay the teacher's salary;*
- * *The teacher shall not replace any employee of The Heritage;*
- * *The relevant Trade/Industrial Union shall be in agreement;*
- * *The Heritage has the right to withdraw from the arrangement for just cause shown, after negotiation with the TAFE College Director concerned.*
- * *For the purposes of this arrangement (b), "Industry Attachment" shall mean work experience for full-time teaching staff of relevant TAFE colleges.*

D. *INDUSTRIAL VISITS*

Facilities

Visits to The Heritage for educational purposes may be requested for a maximum of 28 students and 2 teachers on some Tuesdays between the hours of 10 - 12 noon and 2 - 4 pm, hotel operations permitting. The previously indicated 4 weeks notice applies as do the general conditions governing TAFE access to The Heritage hotel.

Bookings for the visits can be made by contacting the Personnel Department Secretary at The Heritage - Telephone: 221 1999.

APPENDIX H: ITT SHERATON CENTRE: AUSTRALIA

PROGRAM OUTLINE

The program is structured with a heavy emphasis in the first year towards business or corporate units, which have been designed to set the degree firmly within the general business and management area. The Food and Beverage Operations Unit is split into a half unit per semester where students spend a total of 140 hours at the newly built facilities of the Gold Coast TAFE in areas of food preparation, food service and beverage service.

The second and third years of the program concentrate on more specialist units as well as four electives, which can be chosen from any of the courses available at the University College, subject to prerequisite requirements being met.

Industrial experience is an integral component of the degree and must be completed in a structured manner for all full time students. During the course, a total of 600 hours field work must be completed, in a structured manner, under the auspices of a structured Industry Program in an actual industrial setting. This will be monitored by the college staff and must be satisfactorily completed prior to the awarding of the degree. (A minimum requirement of 200 hours must be completed by full time first year students before entering year two). Students, once selected for the ITT Sheraton Centre of Hotel Management will complete the industrial experience requirement at a ITT Sheraton Hotel.

In total, the degree consists of 24 courses of which 6 are core subjects, 1 a liberal arts subject, 13 major (hospitality) subjects, 4 elective subjects and 600 hours Industrial experience.

Graduates from the degree gain complete exemption from Hotel Catering & Institutional Management Association (HCIMA) membership examinations. However, graduates are required to work in the hospitality industry at an appropriate level for 1 year before being eligible to apply for Licentiate Membership.

The degree also has been accredited by the Catering Institute of Australia.

Sequence of Courses FULL TIME – 3 YEARS

YEAR 1

Semester 1		Semester 2	
C	Information Systems	C	Quantitative Analysis
C	Business Accounting	M	Training and Development
C	Business Communications	LA	Tourism and the Pacific Rim
C	Organisational Behaviour	M	Food and Beverage Operations
M	Food and Beverage Operations (1/2)		(1/2)

YEAR 2

Semester 1		Semester 2	
C	Macro Economics	M	Industrial Relations
M	Housekeeping & Property Management	M	Food and Beverage Management
M	Principles of Marketing	M	Front Office Management
E	Elective 1	E	Elective 2

YEAR 3

Semester 1		Semester 2	
M	Hospitality Law	M	Conference and Convention Management
E	Elective 3	M	Financial Control – Hospitality
M	Recruitment and Selection	M	Strategic Hotel Management
M	Hospitality, Sales, Marketing and Public Relations	E	Elective 4

Legend:

C	Core
M	Major
LA	Liberal Arts
E	Elective

Elective courses can be undertaken from any courses available within the University College subject to any prerequisite requirements met.

PART TIME – 6 YEARS**YEAR 1****Semester 1**

C Information Systems
C Business Accounting

Semester 2

C Quantitative Analysis
LA Tourism and the Pacific Rim

YEAR 2**Semester 1**

C Business Communications
C Organisational Behaviour

Semester 2

M Training and Development
M Food and Beverage Operations
(1/2)

M Food and Beverage Operations (1/2)

YEAR 3**Semester 1**

C Macro Economics
M Housekeeping and Property Management

Semester 2

M Industrial Relations
M Food and Beverage Management

YEAR 4**Semester 1**

M Principles of Marketing
E Elective 1

Semester 2

M Front Office Management
E Elective 2

YEAR 5**Semester 1**

M Hospitality Sales, Marketing and
Public Relations

Semester 2

M Conference and Convention
Management

E Elective 3

E Elective 4

YEAR 6**Semester 1**

M Recruitment and Selection
M Hospitality Law

Semester 2

M Financial Control – Hospitality
M Strategic Hotel Management

ADMISSION TO THE BACHELOR OF BUSINESS IN HOTEL MANAGEMENT

Admissions to the Bachelor of Business of Hotel Management are handled directly by the Gold Coast University College of Griffith University.

If the applicant is a current ITT Sheraton employee, their application may be forwarded to the ITT Sheraton University Department at Regional Office through their Director of Human Resources.

Final selection of all applicants will be done by the Academic Board of the Gold Coast University College.

Admission is possible under various categories:

Australian Applicants:

Standard Admission – for applicants that have completed Year 12 in secondary program leading to an entrance score being allocated, which will enable a candidate to gain admission to a course in a tertiary institution.

Year 12 students in the immediate environs of the Gold Coast are also eligible to seek admission under a School/College Recommendation Scheme.

Special Admissions – Applicants without formal education qualifications, equivalent to Year 12, and satisfying certain age criteria may apply as mature age candidates. In addition applicants may seek consideration on the basis of special circumstances.

Overseas Applicants:

Candidates that have completed a secondary program or tertiary course, which will enable such candidates admission to a university in their own country, would normally satisfy admission criteria. Examples are A levels in Singapore, Hong Kong, Matayom 6 in Thailand, Senior Secondary in Taiwan etc. In addition candidates must satisfy an English Proficiency criteria.

All enquiries and applications should be direct to:

The Registrar
Gold Coast University College of Griffith University
Parklands Drive Southport
Private Mail Bag 50 Gold Coast Mail Centre
Surfers Paradise Queensland 4217
Telephone: (075) 94 8800 Fax: (075) 94 8777

ADMISSION INTO THE ITT SHERATON CENTRE OF HOTEL MANAGEMENT

Following the successful completion of the 1st year of the degree program, students are invited to apply to the Centre.

Successful candidates, who are selected on the basis of academic results and personal profile, enter the Centre which incorporates the final two years of the degree program. During the rest of their degree, the progress of these students is monitored and assistance given where necessary.

Upon graduation, these students will be placed into a structured management training program for a year, after which an appropriate position will be found for them within ITT Sheraton.

The courses can also be used in a modular format where ITT Sheraton employees pick specific courses which would tie in with their training needs and continuity planning.

The objectives of the ITT Sheraton Centre of Hotel Management are:

- To produce high quality graduates who have an allegiance to ITT Sheraton and structured career paths within the company.

- To provide current ITT Sheraton employees with further education and training opportunities to enhance their knowledge and skill for personal and professional growth and development.

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